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COMMON SCHOOLS IN CONNECTICUT.

FROM 1842 TO 1851.

(1842)

As we intend to make the Connecticut Common School Journal hereafter, as heretofore, the repository of all documents of permanent value relating to the history, condition, and improvement of Public Schools in the State, we shall devote this number to a review, (consisting mainly of extracts from printed reports,) of the history of our schools and school system from 1842, when the first series of this periodical closed with the abolition of the Board of Commissioners of Common Schools, to the present time. The last number of the Fourth Volume of this Journal, published in August, 1842, contained the "*Report of the Joint Standing Committee on Education, Relating to Common Schools, May Session, 1842,*" and signed by O. S. Sheldon, Chairman.*

That Report was accompanied by a Bill, that afterwards became a Public Act, by which the Board of Commissioners of Common Schools was abolished, and the various plans of improvement devised by that Board were suddenly arrested. As a part of the history of that measure, we publish that portion of Governor Cleveland's Message to the Legislature in 1842, which relates to Common Schools, and in which the abolition of the Board is directly recommended.

* The Committee consisted, on the part of the Senate, of Hon. Odiah L. Sheldon, of Suffield, and on the part of the House, of Messrs. Richard Nile of Windsor, Abel Prince, of Bethany, Charles G. Sisson, of North Stonington, Hanford M. Kellogg, of New Fairfield, Jesse Dean, of Canaan, Jotham Burnham, of Ashford, Alfred Camp, of Durham, and Benjamin Woodworth, of Columbia.

"The whole number of children entitled to the benefits of this fund, between the ages of four and sixteen years, according to the enumeration in August last, is 84,230. Our District Schools, organized for the cultivation of these immortal minds, are the strong safeguards of our liberties; and the deep interest which pervades the community in their successful maintenance, is one of the highest guarantees we have of the permanence of our institutions. The importance of universal education in a Republic is so commanding, and the duty of the community to provide the means for accomplishing it, so urgent, that I cannot doubt that every suggestion for the increase or improvement of those means will meet your approbation. By the act passed at the special session of 1836-7, providing for the distribution of that portion of the surplus revenue of the United States, received by this State, one half the sum was appropriated to the support of Common Schools; and the other half was left subject to the control of the several towns. Much was gained by the aid given to the schools by means of that law; and I am happy to know, that in many of the towns the whole sum has been appropriated to the same purpose. A favorable opportunity seems to me to be presented at the present time, to give further aid to the cause of education, by securing to that object this entire fund. I therefore recommend such a modification of the law, as will secure the appropriation of the whole of this money for the support of Common Schools.

"An opinion was advanced some years since, calling in question, to some extent, the beneficial influence of the School Fund, as it had been applied; and the Legislature, by way of experiment, established a Board of Commissioners of Common Schools; and, under the belief that some essential improvements might be made, an officer has been employed, at considerable expense, to visit the various schools in the State with reference to their improvement. As a part of the same plan, provision was subsequently made by law for paying the visitors of the District Schools, one dollar a day for their services. The reason for the imposition of this tax, which, when the number of districts and committee-men is considered, will appear to be a considerable sum, has never been apparent. From time immemorial, it has been deemed a part of the obligations which competent men owed to society, to attend to these duties; and no inconvenience had ever been experienced. Until the spirit of benevolence and good will to men shall cease to burn in the hearts of our people, I anticipate no difficulty in following, in this respect, in the path of our fathers. Without questioning the motives of those by whom these experiments were suggested and adopted, I think it obvious, that the public expectations, in regard to their consequences, have not been realized; and that to continue them, will be only to entail upon the State a useless expense. In conformity with this opinion, and in obedience to what I believe to be the public sentiment, I recommend the repeal of these laws."

In conformity to the views and recommendation of Governor Cleveland, in his Message, and in his personal interviews with members of the Committee, the Joint Standing Committee on Education introduced a Bill by which all direct supervision of the school interest on the part of the State—every thing which aimed to secure the more particular attention of local Committees (by reimbursing expenses incurred,) to the work of school improvement, and the entire time, strength, and talents of one person to collect and disseminate information, to discover, devise and recommend plans of improvement, and to awaken, enlighten, and elevate public sentiment, in relation to the whole subject of popular education, was repealed. By striking out of the existing law all that related to Union Schools, which was intended to encourage the establishment of a Common School for a higher grade of studies than could be profitably pursued in most District Schools, the Committee aimed to prevent the "dangerous" innovation of "creating by law schools of a higher order." But as the Committee did not go far enough, that feature was left in substance even after their vandal work was accomplished in part.

The Committee, in their Report, while they acknowledge that "the

Secretary of the Board has prosecuted, with zeal and energy, the duties assigned him for four years past, and collected and diffused a fund of information throughout the school societies and districts," and that the want of "complete success" cannot be attributed to "a want of faithfulness and attention on his part," still proclaim that the hopes of the friends of the measure creating the Board, "that a more lively interest would be taken upon the subject of Common School Education," have not been realized, and that "the expense attending the duties of the Secretary of the Board have been a source of serious complaint." In answer to this declaration the Secretary can fearlessly refer every candid reader to the testimony of School Visitors appended to his Fourth Annual Report, (published in the fourth volume of this Journal) as to what had been attempted and accomplished in the State, under his labors, from June, 1838, to April, 1842. So far as the expense of his operations and of the Board are concerned, the following testimony from the Fourth Annual Report of the Board, signed by William W. Ellsworth, Seth P. Beers, F. A. Perkins, Andrew T. Judson, Samuel Church, Samuel D. Hubbard, Lorin P. Waldo, and Charles Robinson, should not be overlooked. After giving a statement of the expenses of the Board for the year, the Report adds:

"As some misunderstanding prevails on this subject, by which great injustice has been done to Mr. Barnard, as well as to the Board, it may be proper to state, that—

No member of the Board, as such, has received any thing, either as compensation for services rendered, or for expenses incurred in attending the regular meetings of the Board, or in promoting, by correspondence or otherwise, the objects of their appointment.

The Secretary of the Board has been paid for his services the sum authorized by law, and on the same principle, that members of the Legislature, and every per diem officer in the employ of the State or National Government is paid. He has not asked, or received, compensation for time spent out of the State on his own business, or for purposes of health or recreation. The whole amount allowed him, in the way of compensation, for nearly four years' devotion to the interest of the Common Schools of the State, is \$3747, or \$937 a year; and this sum, and more, he has expended back again in promoting, what he supposed to be, the prosperity and usefulness of these schools.

"The aggregate expense authorized or incurred by the Board, since its organization to this time, including both the compensation and expenses of the Secretary, is \$5,816.31, or \$1,473 a year; and for every dollar thus drawn from the treasury, an equal amount has been expended, by voluntary contribution, to promote the general object.

"The expenses of the Board have been paid, not out of the School Fund, but out of the general funds of the treasury.

"In concluding this Report, which will terminate the connexion of some of the undersigned, with the Board, we cannot refrain from expressing our conviction of the beneficial results of the measures of the Legislature, in the cause of general education. We can truly bear testimony to the indefatigable exertions and ability of the Secretary of the Board, which he has exhibited from the beginning, in promoting the objects of his appointment, and carrying forward his noble and well directed efforts for the lasting benefit of our youth. His labors will long be felt in our schools, and be highly appreciated by all who entertain just and liberal views on education; and, whether appreciated or not, he will assuredly have the satisfaction of having generously, with little or no pecuniary compensation, contributed four of the prime years of his life to the advancement of a cause well worthy of the persevering efforts of the greatest and best of men."

Both the Governor and the Committee see fit to hazard the declaration, that the plans and labors of the Board and its Secretary had failed to realize the anticipations of the people, and the friends who labored in the

Legislature of 1838 to secure their appointment. As the Message of the Governor, and Report and Bill of the Committee have become part of the documentary history of our schools, we cannot forbear quoting the testimony of others, who look at the same plan and labors, and on the action of the Legislature of 1842, from a different and more disinterested point of view.

Chancellor Kent, in his *Commentaries on American Law*, (vol. 2, sec. 196, edition of 1844,) devotes nearly two pages to an analysis of the First Annual Report of the Secretary of the Board, and comments thereon. Omitting the analysis, we subjoin his comments.

"The Report of the Board of Commissioners of Common Schools, instituted in 1838, and made to the Legislature of Connecticut in May, 1839, was accompanied by the Report to that Board, of Henry Barnard, 2d Secretary to the Board, containing a laborious and thorough examination of the condition of Common Schools in every part of the State. It is a bold and startling document, founded on the most pains-taking and critical inquiry, and contains a minute, accurate, comprehensive, and instructive exhibition of the practical condition and operation of the Common School system of education."

"The above Report was so impressive, that it led in 1839 to further legislative provision concerning schools; and, in the annual reports of the Commissioners of Common Schools, and of the Secretary of the Board, in May, 1841, it appears that the spirit of improvement in the system of Common Schools and attention to their support has been sensibly excited. This is encouraging information. We cannot rely entirely upon the efficiency of compulsory legislation respecting the education of children, though the voluntary system, if left to itself, will not be sufficient, and will absolutely fail. Common School establishments and education ought to rest in part upon local assessment, and be sustained and enforced by law, and according to the New England policy. That which costs nothing is lightly esteemed; and people generally will not take or feel much interest in the welfare of Common Schools, unless they are taxed for their support. The essential means of success are the zealous co-operation of parents with good teachers, well educated for the purpose, and with good books. The object of popular education should be to improve, not only the intellectual, but the moral condition of children; for knowledge, without practical morality, leads to evil. The teachings on this latter subject should rest for their basis on the Bible, as containing the only solid foundation of religious belief."

"Since the last edition of these *Commentaries*, I have examined the Connecticut Common School Journal, published under the direction of the Board of Commissioners of Common Schools at Hartford, between 1839 and 1842, in 4 vols.; and also the Third and Fourth Annual Reports of the Board of Commissioners of Common Schools in Connecticut; and also the several Reports of Henry Barnard, Esq., Secretary of the Board, the most able, efficient, and best-informed officer that could perhaps be engaged in the service; and the pamphlets, from the same source, on School House Architecture, and on legal provisions respecting the education and employment of children in factories, &c. They contain a digest of the fullest and most valuable information that is readily to be obtained on the subject of Common Schools, both in Europe and the United States. It would be unsuitable, in a work of this kind, to go further into the subject than I have already, or undertake any detail of that mass of information; and I can only refer to these documents, with the highest opinion of their merits and value."

The *New York Review* for April 1842, devoted an article to the Common School System of Connecticut, based on the laws of the State, from 1650 to 1841, and on the reports and other publications of the Board of Commissioners. After giving a history of our School legislation, the writer observes:—

"We have thus given a hasty and imperfect sketch of the legislation of Connecticut on the subject of common schools. We may search the history of every nation and state on

the earth in vain, to find another instance where, with only equal means, so much has been done, and so great efforts have been made in this noble cause. She has planted the school house at the door-step of every family within her borders. She has made its blessings free as the air on her hills, and given to every child on her soil the right and ability to partake of them without fear or hindrance. It is no wonder she thought she had done all that was requisite for the accomplishment of her wishes. But in this she was mistaken, and she has learned by experience that the extent of her liberality has in fact occasioned its abuse. She had provided no system of supervision at all adequate to secure the wise application of her liberal appropriations, and had imposed no condition on the enjoyment of her bounty. Hence, the ingenuity of the people was too often taxed to establish and keep up only such a school as would absorb their portion of the public funds without imposing additional burthens on themselves. Schools that cost them no money were soon too cheap to deserve their attention, and consequently were generally neglected. The poorer classes of the community continued to send their children to the public schools, it being all their limited means would allow; and the careless and parsimonious still clung to them, indifferent to their merits or evils, or satisfied because they were cheap. But by the children of the wealthy, and of those who felt the value of education, they were in a great measure abandoned for other institutions better adapted to their wants and capacities. The low state to which the common schools had fallen became a subject of general remark, and awakened inquiries into the causes of their decline and the remedy for it. In 1837, a requisition was made by the legislature on the school committees throughout the State, to report particular statements of the condition of each school under their charge. At the next session, out of two hundred and eleven school societies, one hundred and four made their reports as required, and from nearly all the others, information in some form was obtained. This constituted the first official information laid before the Legislature, of the condition of their common schools. From these reports it was found that parents generally exhibited little or no interest in the schools by attending examinations or otherwise, that the duties of the school visitors and school committees were not faithfully performed, that the teachers were too often poorly qualified, that there was no uniformity in the books used and many of them were unsuitable and almost worthless, that the school houses were badly constructed, and in regard to accommodations, were more like prisons than seminaries of learning, that a large number of children of the proper age to receive instruction did not attend any school, and that the attendance of many more was so late and irregular as almost to amount to a total waste of its privileges. Besides, in almost every town, private schools, of a similar rank with the common schools, had been established, at which more than ten thousand children were educated, at an expense exceeding all that was paid for teachers' wages in all the public schools in the State, and a general state of apathy had taken possession of the public mind in regard to their common schools, accompanied with the disheartening impression, in some cases, that nothing could be done, and in others that nothing need be done to improve them.*

"Such a state of facts filled them with astonishment and alarm, and Connecticut learned from her own experience, what we hope every other State in the Union will learn from her example, that it is not enough for a government to furnish the means of education, to pass laws requiring their use and application, and then leave them without further care or supervision. The great almoner must see to it that her gifts be not despised nor thrown away. The State must take care that her laws are enforced, and that her liberal bounty is wisely and faithfully appropriated. With but one dissenting voice the Legislature passed 'An Act to provide for the better supervision of Common Schools,' appointing the Governor the commissioner of the school fund, and one person from each county in the State 'a Board of Commissioners of Common Schools,' and making it their duty to 'submit to the General Assembly an Annual Report, containing, together with an account of their own doings, first, a statement, as far as may be practicable, of the condition of every common school in the State, and of the means of popular education generally; secondly, such plans for the improvement and better organization of the common schools, and all matters relating to popular education, as they may deem expedient to communicate.'

"The Board held their first meeting in June, 1838, and appointed for their Secretary, Henry Barnard, Esq., who was a member of the Legislature and Chairman of the Committee on the part of the House in which the measure originated. The active duties of the Board devolved

* * See abstract of returns of school visitors in *Con. Com. School Journal*, vol. 1., p. 3, and the Secretary's First Annual Report, p. 173.

on him, and he devoted himself to their fulfilment with an energy and enthusiasm commensurate with their importance. His first business was, to visit, as far as practicable, all the public schools in the State, and, from personal inspection, to learn their condition, and, where this could not be done, to collect all the information on the subject that could be had by written communications with teachers and the friends of education throughout the State. In compliance with the directions of the Board, he established the Common School Journal, named at the head of this article, which, under his superintendence, has attained the number of three yearly volumes. It is filled, not only with information on the condition of common schools in our own country, but contains much important matter on the public school systems of Prussia, Great Britain, Holland, Tuscany, Switzerland, Germany, France, and other foreign nations. It exhibits on its pages, many highly valuable essays and communications from the best practical teachers in the country, and, altogether, comprises more valuable information, relating to public schools and the subject of education generally, than any half dozen volumes which have fallen under our observation. We would put it into the hands of every teacher, and legislator, and parent, in our country, in the full assurance that in no other way could we do half so much for the instruction of our youth.

"The results of the labors of the Secretary are detailed, from time to time, in the Common School Journal, and in his annual reports. They present a mass of facts on the practical operation of the common school system of the State, the condition of her schools, their excellences and defects, which, together with his suggestions for their remedy and improvement, are well worthy of serious and careful consideration. From the thorough plan of investigation adopted by the Board, the defects and insufficiency of the public schools were made much more apparent than in the reports of the school visitors before mentioned. They were found to be fast sinking into general neglect, and in too many cases, into contempt. With almost unlimited means for their support, and under the most rigid laws intended to compel the attendance of the children, still the schools languished, were neglected by those having the greatest interest in their prosperity and seemed in danger of being wholly lost in the general indifference and apathy to their fate. To awaken the public feeling, and arouse general attention to their condition, became a paramount object. In the second Annual Report of the Secretary, (published in vol. ii. of the Journal alluded to, pages 199, etc.,) after enumerating the defects in their schools, the necessity and means of their improvement, he calls upon the friends of education to exert their influence in their behalf.

"The press, the living voice, all the agencies and institutions by which the general mind is addressed and informed, must be invoked to the aid of common school education. The public press has been almost silent on this subject. Amid the jarring conflicts of party and the louder claims of other interests, the true policy of the State, the improved education of every child, has been forgotten. The sanctuary—out of which, like the river of the prophet, that imparted life wherever it flowed, common school education in Germany, Scotland, Switzerland, and New England, sprang into existence—in its zeal to promote the Sunday school, the bible, the tract, the missionary, the temperance cause, has almost forgotten, if not disowned this its earliest offspring. Educated men, while they have gone into the lecture-room, that new field of popular influence and instruction, have scarcely touched on that of common school education, which holds every other good cause in its embrace. All of these and other agencies for reaching and informing the public mind, must be called in to aid the improvement of this long-forgotten heritage of the many."

"We have neither time nor space to give a detailed account of the proceedings of the Board. Their powers are limited to inquiry and the suggestion of means for the improvement of the common schools. With the usual precaution of her people, Connecticut has retained all power over the subject in the hands of her Legislature. Whether more efficiency and more good might not have been attained by giving the direction of her schools into the hands of a competent and less numerous body of men, we will not pretend to say. By what she has done she has accomplished much, and much more remains for her to do. The interest that has been awakened, and the steps already taken by the school districts in many parts of the State, as appears by the Annual Reports of the Secretary, promise well for the future, and justify the hope that she will ere long make her common schools fully adequate to the education of her children, on a scale and to an extent corresponding with the advanced and advancing progress of society. She has all the means that are requisite for the purpose, and we cannot believe that her enlightened people, possessing such advantages, will pause till their common schools shall embrace and furnish the means of an enlarged, sound, and practical education to every child within her borders; till her sons shall go forth from the common school house into the arena of life, competent to grapple successfully with its difficulties and dangers, and worthy of its highest emoluments and honors; till her daughters shall regard it as the temple of innocence and virtue, and the abode of taste, delicacy, and refinement.

"We must not omit a passing tribute to the labors of the Secretary of the Board, Mr Barnard. His duties, under their direction, were arduous, and often difficult. His task was to awaken a slumbering people, to encounter prejudice, apathy, and sluggishness, to tempt avarice to loosen its grasp, to cheer the faint-hearted, and awaken hopes in the bosoms of the desponding. In his Report to a Committee of the Legislature in 1841, appointed to inquire into the expenses of the Board he says:

"In the discharge of these duties, during the past three years, I have addressed one hundred and twenty-five public meetings in relation to common schools, have visited more than four hundred schools while in session, situated in large and small, city and country, agricultural and manufacturing districts; have had personal interviews with one or more school officers, teachers, or parents from every school society; have received written communications in reply to circulars, or the requirements of the Board, or letters addressed to me, from all but five school societies, and amounting, in all, to over three hundred distinct documents, many of which occupy two, three, and sometimes eight or ten closely written sheets; have replied to all written or personal applications for advice or information respecting the School Law, plans for school houses, or other school purposes, and conducted, with such assistance as I could enlist by payment out of my own compensation, the Connecticut Common School Journal. In addition to the expenses before stated and allowed, I have paid out, for the benefit of common schools in this State, upwards of \$5175. Of this sum \$1293 have been received back from subscribers to the Connecticut Common School Journal, and \$785 from the following gentlemen.——The remaining sum of \$3049 I have paid out of my own resources. I assumed the responsibilities of a new, difficult, and delicate office, with a settled purpose to expend every farthing I should receive, in promoting what I believed to be the true and enduring good of the common schools. I have continued in this office, only at the repeated and urgent solicitation of the Board. I shall retire from it with the satisfaction that I have asked no one to do what I have not shown a willingness to do myself, and with no other regret than that I have not had more time, more ability, and more means to devote to this cause, which holds every other good cause in its embrace."

"We are glad to see such men engaged in such a cause. We honor that spirit which is willing 'to spend and be spent' in the public service, not in the enjoyment of sinecures loaded with honors and emoluments, but taking upon itself the burden, and if unsupported, carrying it alone, through good report and through evil report, alike indifferent to the flattery or the censure of evil-minded men, and intent only on the accomplishment of its work of benevolence and humanity. To that spirit is the world indebted for all of goodness and of greatness in it worth possessing. The exploits of the conqueror may fill a more ambitious page in her history, the splendors of royalty may appear more brilliant and dazzling in the eyes of the multitude, and to the destroyer of thrones and kingdoms they may bow in terror of his power; but the energy and devotion of a single man, acting on the hearts and the minds of the people, is greater than them all. They may flourish for a day and the morrow will know them not, but his influence shall live, and through all the changes and vicissitudes of thrones and kingdoms and powers on earth, shall hold its onward, upward course of encouragement and hope in the great cause of human progress and advancement."

"We have asked the attention of our readers to what our sister State has done in the cause of common schools, for two reasons. First, because we believe due praise has not been awarded to her for her recent efforts in their behalf, and next, in hopes that others may be induced to imitate her example, and may learn to avoid the errors through which she was disappointed in her expectations. Embracing within her limits a population second to no people in general intelligence, shrewdness, and a quick perception of their own interests, and with abundant means devoted to its support, her public school system failed in its objects. She trusted to the good sense and self-interest of her people for the best and fullest use of those means. In her earlier days, when her limited benefactions were but a tithe of the expense of supporting her schools; the education of her children, appealing as well to the pockets as to the hearts of her people, was carefully watched and cherished, as being, next to religion, their strongest safeguard and support. The liberal endowment of her School Fund relieved them, at the same time, from the burden of supporting their schools and of their interest in them. They soon learned to solve the problem of squaring their expenditures with the public receipts, and though the cause suffered, their pockets were proportionably elongated and rounded, and they were satisfied. We insist it is the duty of the government to see that its gifts be not wasted. The welfare of the State requires that every individual be educated to perform the duties of the citizen, but this never will and never can be done, except under her supervision and enforcement. We are glad to see Connecticut acting on the conviction of this truth, and exercising, through her Board of Commissioners, an earnest vigilance and control over this most important department of public duty. Compared with her sister States, she stands on high vantage-ground. With her abundant resources and her comparatively educated people, she may make her common school system not

only the most general in its scope and influence, but the most perfect and complete in its details and management, and may give it that degree of efficiency and excellence which shall place it beyond the reach of rivalry and competition. But she must not falter in her course. Other States are putting forth vigorous and manly efforts, and it becomes her to press steadily and firmly onward, undaunted by the attacks of party spirit, that bane of the Republic which would trample our liberties in the dust to elevate itself upon her ruins, and unmoved by the craven cry of visionary theorists who live in fear and trembling, lest the just exercise of the duty of the government should infringe on the largest imaginable liberty of the citizen. We would always confine the State within her proper sphere, but let her act fully and roundly to her circumference, and in no case can her full action be more useful or less dangerous than in extending to every child under her protection the blessings of a free and thorough practical education."

These views of the labors of the Board of Commissioners of Common Schools and of the legislation of 1842; by which they were suspended, were not confined to educators out of the State. The Rev. Dr. Bushnell, in a Lecture before the Young Men's Institute in 1843, "*on the Education of the Working Classes*," spoke strongly in regret of the unwise legislation of 1842, by which the efforts then making, under authority of law and the auspices of the Board, for the improvement of Common Schools—the schools in which the children of the working classes must be educated, if educated at all—were arrested. This portion of his Lecture having been made the subject of comment by one of the papers of Hartford, Dr. Bushnell addressed a letter in reply, from which the following extract is taken.

"My remarks in the lecture had reference to nothing but the removal of Mr. Barnard, an act by which great injustice was done to him, and a greater injury to the State. I spoke plainly, but I think not harshly. Mr. B., at my instance in part, had withheld himself from a lucrative profession, and renounced the hopes of a politician—a calling for which, you may suppose, he had conceived a degree of disrelish; he had given himself to the most indefatigable industry, that he might qualify himself for his undertaking, and had just begun to bring to view those results which it must require at least twenty years' industry fully to mature. No public officer, that I have ever known in the State, has done so much of labor and drudgery to prepare his field, expending at the same time more than he received, and seeking his reward in the beneficent results, by which he was ever expecting to honor himself and the State. He did not suffer as a politician. That he had ceased to be. The reasons of his removal I could never understand or imagine; but I have always suspected that your friends must have acted under some misunderstanding of his objects, identifying him in some way with partizan schemes, which I know were wholly remote from his mind; which also his course since that time has fully proved. They certainly could not have given him credit for that beneficent, that enthusiastic devotion, I may say, to his great object, which it is the un-failing token of an ingenious spirit to conceive, and by which I am sure he was actuated. You have shown your zeal for the public welfare, by appointing a committee to make inspections of the affairs of our banks, and see that the public interests intrusted to them were not misused. Is it less appropriate, when the State itself is expending, every year, for the benefit of schools, money enough to stock a bank, to have some officer in the field, employed to see that the money is wisely and effectually expended?

"A few days since I was travelling with a very intelligent, keen-sighted gentleman, who, I found, was a prominent member of the Committee on Schools in the Legislature of New York,—himself a member of the Democratic party, or rather, as he said, 'one of the barn-burners,'—and he said to me, 'Why is it that your Democratic Legislature has cast out Mr. Barnard? We cannot understand it. The effort to extend common schools, and elevate them to the highest possible pitch, we regard as the very essence of Democracy. And, as to Mr. B., there is no man whom our Committee has consulted on this subject, for the last three years, who gives us so much satisfaction, who is so perfectly master of the subject, and so thoroughly practical in his views, as he. We regard him as decidedly the best and ablest guide on this subject in our whole country.' Here, Sir, is a true Democrat,—a man who is

actuated by an intelligent love to the people. I heartily wish that our State were filled with barn-burners of this stamp. Such, too, are the sentiments that bear away in the great State of New York. At first, the great expenses incurred were not popular; but the sober second thought of the people is now taking sides with the movement, and it is becoming the most thoroughly popular of all public measures. I grieve that we have in Connecticut so little of State feeling. No State in the Union has so fine an opportunity as we, with our magnificent School Fund, to put ourselves in the post of honor, as foremost of all, in the excellence of our schools and the universal education of our people. Cannot our politicians of all sides unite, and lend their aid together in a work so essential to the well-being and honor of our State? Can we not draw a circle round this mount, and forbid the game of political or partisan warfare to enter it? Or, if it must enter, let the contest be, who shall do most to honor and bless the coming generations, and make them proud of their birthright, as sons of Connecticut—the mother of the most high-minded, most accomplished, most thoroughly educated people on the globe."

We might cite extracts from a large number of educational periodicals, addresses, and reports, to show the estimation in which the backward movement of Connecticut, in 1842, was regarded in other States. The following is from an oration pronounced before the authorities of the city of Boston, on the 4th of July, 1842, by Hon. Horace Mann:—

"Four years ago, a new system was established in Connecticut, which was most efficiently and beneficially administered, under the auspices of one of the ablest and best of men; but it is with unspeakable regret I am compelled to add, that, within the last month, all her measures for improvement have been swept from the statute-book."

The same gentleman, in the *Massachusetts Common School Journal* for 1846, after commenting on the progress of education in Rhode Island, Vermont, New Hampshire, Maine, and Massachusetts, thus speaks of Connecticut:—

"One only of the New England States proves recreant to duty in this glorious cause,—the State of Connecticut! Favored, for half a century, in the munificence of her endowments, beyond any of her New England sisters, she is the only one which, for the last few years, has not merely been stationary, but has absolutely retrograded; and now, if she promises to be useful at all, it is as a warning, and not as an example. A common ancestry, an identity of general interests and pursuits, a similar position in regard to the other States of the Union, and a similar duty to furnish them with high example and encouragement, had led us all to expect that we should have, not only the sympathy, but the active co-operation, of Connecticut, in this common cause. We not only expected it, we believed it. Events seemed auspicious. The year after the Massachusetts Board of Education was established, an organization almost identical in its form, and entirely so in its object, was created in Connecticut. For carrying out its measures of reform and improvement, an agent was selected,—Henry Barnard, Esquire,—of whom it is not extravagant to say that, if a better man be required, we must wait, at least, until the next generation, for a better one is not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means. The cold torpidity of the State soon felt the sensations of returning vitality. Its half-suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it is to be a parent. Teachers were awakened. Associations for mutual improvement were formed. System began to supersede confusion. Some salutary laws were enacted. All things gave favorable augury of a prosperous career. And it may be further affirmed, that the cause was so administered as to give occasion of offence to no one. The whole movement was kept aloof from political strifes. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into the schools, without giving occasion of jealousy to the one-sided views of any denomination. But all these auguries of good were delusive. In an evil hour, the whole fabric was overthrown. The Educational Board was abolished. Of course, the office of its devoted and faithful Secretary fell with it. As if this were not enough, the remedial laws which had been

enacted during the brief existence of the Board, and which might have continued and diffused their benefits without the Board, were spitefully repealed.*

"The whole educational movement in Connecticut, or rather, the body in which the vital movement had begun, was paralyzed by this stroke. Once or twice, since, it has attempted to rise, but has fallen back prostrate as before.

"Two or three years ago, a legislative commission was appointed, of which John T. Norton, Esq., of Farmington, was chairman, who were instructed to report upon the condition and needs of the Common Schools in this State. In pursuance of their official duty, this commission sent circulars to all the school societies in the State, earnestly requesting information and suggestions. If we rightly recollect, only about *thirty* answers were received!! The rest were too dead for any larum, though it warned of a danger more terrible than pestilence or fire. In a Prize Essay, 'On the necessity and means of improving the Common Schools of Connecticut,' written during the current year, by the Rev. Noah Porter, Jr., of Springfield, he says, 'In 1845, it is not known that a single town or school society, in the State, raised a tax for school purposes, by voluntary taxation. In a few of the large city districts, a small property-tax is collected, and applied to the wages of teachers, but not amounting in the whole State to \$9,000, or three cents to each inhabitant, or ten cents to each child between the ages of four and sixteen.' The State school fund yielded about \$1.40 to each child in the State between the ages of four and sixteen; and this, with the exception of the pittance above mentioned, constituted the educational *Exchequer* of Connecticut! During the same year, the amount with which the towns of Massachusetts voluntarily taxed themselves, for paying the wages and board of teachers, and providing fuel for the schools, was more than \$3 for every child in the State between the ages of four and sixteen. Besides this, the voluntary contributions of individuals for board and fuel, were about \$40,000. This sum was exclusive of all income from the State school fund, which fund now amounts to almost a million of dollars.

"In the Prize Essay above referred to, Mr. Porter uses the following powerful, obnoxious language,—enough to make the ears of the people to tingle: 'But Connecticut! where is Connecticut, the mean while? Where is she, who was once the star of hope and guidance to the world? She was the first to enter the lists, and was the foremost in the race. Is she foremost now? Whatever may be the truth of the case, it is certain that she is not thought to be so in the other States. It is the general opinion, *out of Connecticut*, that she is doing little or nothing; and whereas, a few years since, her name was mentioned in connection with Common Schools with honor only, it is now, in this connection, coupled with expressions of doubt and regret, and that by wise and sober men. Her large State endowment is described as having put her effectually asleep, as having sent her to 'Sleepy Hollow,' from the influence of which, when she is aroused for a moment, it is to talk of her noble school fund and James Hillhouse, just as Rip Van Winkle did of his neighbors who had been dead forty years. The school fund is quoted every where, *out of Connecticut*,—we venture to say it is quoted in every other State in the Union,—as a warning and example, to deter them from giving the proceeds of their own funds, except only on the condition that those who receive shall themselves raise as much as they take, and report annually as to the results. Those who go from other States into Connecticut can hardly credit the testimony of their own senses, when they are forced to believe the apathy that prevails. Every newspaper, and lecturer, *out of Connecticut*, high and low, ignorant and knowing, sneers at the Connecticut School Fund, and the present condition of the Connecticut Schools.' Such is the language of a friend! And yet, in this degenerate and disgraceful condition of things, Connecticut raises, by voluntary taxation, for the support of schools, but *three cents*, on an average, to each inhabitant! In the State of New York, a phrase is current, which, if it wants courtly elegance, has, at least, gigantic vigor. To express, at once, the idea and the sentiment of detestation against that niggardliness which opposes schools because of their cost, they ascribe such sordid meanness to the power of the 'Almighty Dollar.' In Connecticut it is the 'Almighty Three-pence!'

"Alas! with what lamentations shall we mourn over this fallen State! Amid the radiant

* "We have been credibly informed that the Chairman of the Committee on Education, in the Connecticut House of Representatives, who reported the bill for abolishing the Board, *not being able to draw up a decent report himself*, paid an involuntary homage to the cause of learning, which he was about to stab, by employing another to draft a report for him.

sisterhood of New England, she has lost her queenly place. The brightest jewel upon her brow is fading; pallor has settled upon her cheek, and the arm that once pointed to the goal of improvement hangs nerveless by her side. If she does not soon arouse herself from this lethargy, and stimulate her heart to quicker pulsations, and transfuse a more glowing tide of life into her icy veins, she will be beyond the reach of remedy, and her resuscitation will require a miracle."

As the measures proposed and pursued by the Secretary of the Board of Commissioners of Common Schools, from 1838 to 1842, in Connecticut, were identically the same as those pursued by him, while acting as Agent and Commissioner of Public Schools in Rhode Island, from 1843 to 1849, it may not be inappropriate to quote the following extract from an article in the *North American Review* for July, 1848.

"In October, 1843, Wilkins Uplike introduced to the House of Representatives a bill 'for ascertaining the condition of the public schools in this State, and for the improvement and better management thereof.' In the remarks accompanying it, he said

"that the free-school system, as it then existed, was not a blessing to the State, except in the city of Providence, and possibly in a few other towns. This was not owing to the want of liberal appropriation from the general treasury. But the difficulty lay with the towns, and with the want of any thorough system for the examination of teachers, the regulation of books, and supervision of schools by officers qualified to discharge their duties. These things should be looked into. The legislature should know what becomes of the sum drawn annually from the general treasury. The people should have their attention called to the actual state of education among us. Our self-respect should be roused by a knowledge of the fact, that Rhode Island is behind the other New England States in this matter. With a population of 108,830, we have over 1600 adults who cannot read or write, while Connecticut, with a population of 309,978, has only 526. The other New England States not only educate their own teachers, lawyers, doctors, and clergymen, but help to supply our demand for these classes of men. It is time to bestir ourselves in this matter. We need not act with precipitation. Pass this bill, sustain the agent, act upon his recommendations when they are sustained by facts and sound arguments, ingraft upon our system the tried improvements of other States, enlist the people, the whole people, in this great work of elevating the schools, and this little bill of three sections will be the beginning of a new era in our legislation on the subject of education."

"These observations are worthy of record, as showing what was the condition of the schools of the State, as attested by one who was familiar with its interior portions, and who, being a genuine son of Rhode Island, would not be likely to judge her too harshly. They also show the views with which the school reform was undertaken, as well as the practical wisdom which characterized the plan that was proposed. To arouse any people to a sense of their own defects in matters of this kind is one of the most difficult of enterprises. Especially is it difficult to excite a population to abandon its earliest prejudices, and heartily to receive a system which it has been taught to suspect as dangerous or degrading. And yet, if the people could not be excited, it was hopeless to attempt a reform. For Rhode Island is, of all the States, intensely popular. Accustomed to convene its legislature in every part of its territory, and several times in a year, it regards its representatives as peculiarly the servants of the popular will. There were, however, certain important facilities for a successful movement. The State is small in its territory, and every part is accessible from Providence by a ride of two or three hours. It is likely to be animated by a common interest in any important object. Such an interest can be excited and diffused by a single impulse. Providence county embraces more than half the population of the State, a population intimately associated with it by a community of pursuit, of interest, and, to a very great extent, of personal acquaintance. Such a State is hardly liable to sectional jealousies and local prejudices. It is a State that moves together, if it move at all. The city of Providence, also, had already a school system, in the beginning of complete success. Its school-house, its apparatus, its teachers and methods of instruction, were already assuming the foremost rank; and its system is at this moment worthy to be compared with those of Roxbury, Salem, Worcester, or Boston. There was thus, in the very midst of the State, open to the observation of all its population, an actual model of what its public schools ought to be made, to excite and urge them to imitation.

"The bill was passed, and the agent was appointed. In the selection of the agent, the State was exceedingly fortunate; Mr. Henry Barnard had for some years occupied a similar post in the State of Connecticut, from which he had been discharged, on the principle, we suppose that 'the whole need not a physician, but they who are sick'; and as Connecticut deemed

herself quite above any aid of this kind, she was very willing that the agent should go to Rhode Island. Mr. Barnard accordingly went, and in December, 1843, began to discharge the duties of his office as agent of the State. His first and most important duties were to ascertain, by personal examination and authentic report, the actual condition of the schools of the State, and to arouse the interest of the people themselves in a thorough and entire reformation. Both these duties involved the most laborious effort, and of a peculiarly trying character. To convince men of all classes of prejudices and opinions that their institutions of learning are greatly deficient implies, of course, that they themselves had been hitherto ignorant, and contented that their children should remain so; and to argue with the ignorant concerning the advantages of education is always most discouraging. Especially is it discouraging, when the practical conclusion of all that you say is to lead them to raise money for an object of which they do not confess the value. Agitation of every kind was resorted to. Public meetings were held, not only in every town, but in every village and neighborhood. More than eleven hundred meetings have been held in four years, expressly to discuss topics connected with public schools, at which more than fifteen hundred addresses have been delivered. Of these meetings, one hundred and fifty continued through the day and evening, more than one hundred through two evenings and a day, fifty through two days and three evenings, and twelve through an entire week. In addition, two hundred meetings of teachers and parents have been held for discussions and lectures. Every part of the State has been visited and revisited, as no other State in the Union has ever been traversed for such a purpose. The press has lent its aid. More than sixteen thousand pamphlets and tracts on education have been distributed. For a single year, every almanac sold in the State carried with itself sixteen pages of matter relating to education.

"After the state of the schools was ascertained, and the work of agitation was begun, a new school law was framed and presented to the General Assembly. It was first presented in May, 1844, to a Committee of the House of Representatives, and was explained at great length as to the intent of each portion. After being reported to the House, it was printed, and its discussion postponed till June. At that time, its several provisions were explained before the two houses in convention, and all questions were answered, after which it was passed by the House almost unanimously. In the Senate, its consideration was delayed till the subject could be again referred to the people, the bill in the mean time being printed, with the explanations of its author, and circulated through the State. With a new legislature, the bill was taken up in the Senate in June, 1845, passed, and sent to the House, who concurred with the Senate, but postponed the operation of the law till the October session following. In connection with the beginning of this new system, a convention was called of all those most likely to be concerned or interested in its operation, at which its provisions were explained, and the various forms essential to their fulfilment were furnished.

"The details of this wise caution and constant reference to the will of the people are curious, as illustrating the intensely popular spirit of the State. They are, also, most instructive, as showing how great reforms on points most delicate, and beset with the most serious difficulties, may be accomplished by a wise delay and considerate patience, if there be also an earnest and resolute spirit to urge them forward. The law was thus passed, and the school system which it established is wise, simple, and practical. It distributes twenty-five thousand dollars annually, on condition that each town raise by taxation a sum equal to that which is appropriated from the fund. In November, 1845, this new system began its operation. The agent, by whom it had been projected and carried through, was wisely retained as the Commissioner for the State; for a new system like this is far from being a machine that goes of itself. It was yet to prove itself worthy of the confidence of the people who had adopted it. The towns were to be persuaded to raise the annual tax, an act to which they had never been accustomed. New school-houses were to be erected. In many districts, there were no school-houses at all; and in eleven towns, all the school-houses were owned by individuals, and rented to the districts. Most of the school-houses out of the larger towns were unworthy the name. New teachers were to be introduced, without violence to the prejudices of those to whom they were preferred. A thorough system of examination and supervision was, for the first time, to have both a nominal and a real existence. The faith and zeal of the people were to be conducted through the difficulties and dangers attending upon the actual trial of a scheme to which they had been strangers. Here was a task severe enough for the energies of one man. The Commissioner must of course be the impersonation of the system, and upon his faithfulness, his zeal, his command of the public confidence, and his ready tact to dispose of difficulties and to conciliate those opposed to him, the entire success of the enterprise would depend.

"The experiment thus far, we are assured, has been most successful. Public confidence has been secured; the two political parties, both those peculiar to the State and those common to the other States, are of one mind about school reform. No interference from religious jealousies could be feared in a community so essentially tolerant as this. In 1846, all the towns in the State, for the first time since the colony was planted, taxed themselves for school purposes. In three years, one hundred and twenty thousand dollars have been raised for school houses out of the city of Providence, and the traveler is now delighted at the external neatness, the internal convenience, and in some instances, the architectural beauty of the school-houses that have everywhere sprung up. Private enterprise and liberality have in many cases done nobly. Teachers of a high order have been introduced, good wages are paid, and a vigilant supervision has been established. In 1847, the amount raised by tax in the State for schools was nearly double the amount appropriated from the treasury for the same purpose.

"The Commissioner still spends much of his time in visiting the various parts of the State, and can be consulted in his office at Providence, by any one, after a ride of two or three hours. In addition to the supervision of the schools, he has done much for the interests of education in two separate departments, which he has employed as auxiliary to the great purposes of his mission. These are, the formation of libraries, and the establishment and direction of courses of popular lectures. Libraries have been introduced into many of the districts for the use of the pupils in the schools, and larger collections of books have been made in many of the towns and villages for general circulation. In some instances, libraries of five hundred volumes, in others of seven hundred, in others of one thousand, have been purchased, and are now performing their silent but powerful ministry of good. To this work the Commissioner has given his earnest personal attention, by keeping at his office, at all times, specimens of most of the books likely to be needed, where they can be examined by committees, and by stimulating individuals and communities to the noble enterprise of founding a library for themselves and their children. It may yet happen, that Rhode Island shall be the first State in the Union that can point to a well selected library in every village and township. The plan for the maintenance of these libraries and for the circulation of the books, recommended and adopted by Mr. Barnard, is worthy the attention of every man who is interested in efforts of this kind.

"Seventeen courses of popular lectures have been commenced and sustained in the State during the past winter, with interest and good results. In these efforts for the intellectual and moral improvement of the people of Rhode Island, the Commissioner has had the earnest and zealous co-operation of most of the prominent men of the State. * * * *

"The organization through which the leading men of the State have acted in this movement, is the Rhode Island Institute of Instruction. This association was organized in January, 1845, before the new school system was actually put into operation. It consists of the friends of education throughout the State: it publishes a journal, and has been, and still continues to be, an efficient society. It holds together the friends of common schools, reminds them of the duties to which they are pledged, keeps them acquainted with what is doing in every part of their little commonwealth, with every square mile of which each man of them is familiar, and thus cherishes and promotes a common feeling in the good cause.

"There are few spectacles more worthy to excite an ardent yet rational enthusiasm than the movement of a commonwealth, in a united purpose, and with resolute will, towards the accomplishment of any important end touching the moral or intellectual welfare of its citizens. When the value of the object is perceived by the mass of the people, and accepted by them as an interest for which they care and are ready to labor, our hopes for the progress of the race are confirmed and elevated. But when a people are seen to recognize a great deficiency in the means of education, and with one mind to take vigorous and rapid measures for its removal, they deserve indeed the highest praise. The efforts of the people of Rhode Island for their schools have been peculiar, in respect to the work which they had to accomplish, to the rapidity of the reform, to the unanimity and zeal with which it has been executed, to the permanent results which have been attained, and to the still higher promise for the future, of which, these results give the assurance.

"We give Rhode Island a hearty welcome to the sisterhood of New England States, in this good work of school reform. All hail to her, as she puts her vigorous hand to this enterprise. Her energy, and her success already achieved, furnish the most cheering promise for the future. There is still one other New England State from which we hope in due time to hear, and that is the very respectable State that lies on the west of Rhode Island. There was a

time when Connecticut boasted that she was the Common-school State, *par eminence*. Perhaps she now and then plumed herself not a little upon her superiority in this respect to benighted and uninstructed Rhode Island. Truly, it will be a dismal change, if the tables shall be turned in this respect, and the proportions of things shall be reversed. And yet we are not certain that such a change may not soon be realized. In Connecticut, as we learn, school reform is a scandal and an offence, and the very suggestion that it is called for is scouted as 'not to be endured.' A School Superintendent is a useless appendage, which may do very well for Rhode Island, but is not needed in a State so enlightened. A large School Fund, which pensions all the children upon the Commonwealth, is the sufficient security for an unrivaled school system; while a school tax, imposed by the people on themselves, is a thing unknown and not to be thought of. It has been said, indeed, in Connecticut, that there are States which make such a tax the condition to the reception of any allowance from the school funds which they have provided; but it is not believed. It is even said that such a tax is voluntarily imposed, and sometimes to double and treble the amount which is required; but this is regarded as altogether apocryphal, and almost as an imposition upon the credulity of a Connecticut tax-payer. Our hope for Connecticut is, we confess, in Rhode Island. When, in Woonsocket and Chepachet, successful schools shall have been established, and shall be more liberally supported even than at this moment, then let a Connecticut Legislature be transported, bodily, by railroad to these towns, to see for themselves what has been accomplished, even in Rhode Island, and by the voluntary action of the people themselves! If this *ultima ratio* will not convince and arouse them, we know not what method remains to be attempted."

It should be added that, during the progress of this work, the Legislature, from time to time, not only enacted such laws as were proposed, after full and free discussion among its members, and full and frequent personal explanation by the Commissioner, but repeatedly passed votes of thanks to that officer, for the fidelity with which he discharged his duties, and for the large amount of good accomplished by him. We close our notice of the result of his labor and plans in Rhode Island, by republishing the following article from the Connecticut Courant, for the sake of embodying the testimony of the teachers of that State:—

"In common with every friend of popular education, we rejoice to learn that the labors of our fellow-citizen, Henry Barnard, have not only been eminently successful in awakening the people and the Legislature of Rhode Island to the subject of common schools, but that his labors are so cordially and gratefully acknowledged. We see, by the Providence Journal, that, on tendering his resignation of the office of Commissioner of Public Schools, the Legislature invited him to make a communication to the two Houses in Joint Convention, on the condition and improvement of the schools. His address, on this occasion, is characterized by the Journal 'as most eloquent and impressive, and was listened to, for nearly two hours, with almost breathless attention.' The following resolution was adopted by the unanimous vote of the two houses, and the Governor was instructed to communicate the same to Mr. Barnard:—

"*Resolved*, unanimously, that the thanks of this General Assembly be given to the Hon. Henry Barnard, for the able, faithful, and judicious manner in which he has, for the last five years, fulfilled the duties of Commissioner of Public Schools in the State of Rhode Island.'

"We copy the following correspondence from the Rhode Island Practical Teacher, as evidencing the estimation in which his labors are regarded by the teachers of that State:—

From the Rhode Island Practical Teacher.

"We are highly gratified to learn that the teachers of the State have presented a silver pitcher to Mr. Barnard, as a testimonial of their respect and friendship, and of their appreciation of his services in the cause of education, and of the interest which he has ever taken in their professional improvement and individual welfare. We have had the pleasure of being intimately acquainted with Mr. Barnard for several years, and can bear ample testimony to the fact, that he has been untiring in his devotion to the cause of education.

"The following correspondence took place on the occasion:—

"To Henry Barnard, Esq., Commissioner of Public Schools.

"Dear Sir,—The teachers assembled at the several Institutes which were held in this State during the past year, on learning your intention of closing your official connection with the schools of Rhode Island, appointed the undersigned a committee, to express their regret at your departure, and to present you some token of their appreciation of your services in the cause of education, and of the interest which you have always manifested in their professional improvement and individual welfare.

"Of the extent of your labors, in preparing the way for the thorough re-organization of our system of public schools, and in encountering successfully the many difficulties incident to the working of a new system, few of us can, probably, be aware.

"But we can speak from personal knowledge of the value of the Teachers' Institutes which have from time to time been held by your appointment, and provided (too often, we fear, at your expense) with skillful and experienced instructors and practical lecturers; and of the many books and pamphlets on education and teaching, which you have scattered, broadcast, over the State.

"We can speak, too, of what the teachers of the State know from daily observation,—many of them from happy experience,—of the great change,—nay, revolution,—which you have wrought in our school architecture, by which old, dilapidated, and unsightly district school houses have given way for the many new, attractive, commodious, and healthy edifices which now adorn our hills and valleys.

"We have seen, too, and felt the benefits of the more numerous and regular attendance of scholars, of the uniformity of text books, the more vigilant supervision of school committees, and the more lively and intelligent interest and co-operation of parents in our labors, which have been brought about mainly by your efforts.

"The fruits of your labors may also be seen in the courses of popular lectures, which are now being held, and in the well-selected town, village, and district libraries, which you have assisted in establishing, and which are already scattering their life-giving influence through our beloved State.

"In the consciousness of having been the main instrumentality in affecting these changes, for which the generations yet unborn will bless your memory, you have your own best reward. But, in behalf the members of the Institutes, we ask you to accept the accompanying gift, as a small token of gratitude for these your labors, of their personal regard and friendship, and of their appreciation of your services in the cause of education in general, and to our profession in particular. We only wish it were more worthy of your acceptance.

"Receive it, Sir, with our best wishes for your welfare. May your future course be as honorable to yourself, as the past has been useful to the children and youth of Rhode Island.

"And believe us, Sir, in behalf of the teachers of the State, your sincere and obedient servants,

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| ROBERT ALLYN, JENCKS MOWEY, SOLOMON P. WELLS, FANNY J. BURGE, JANE FIDFIELD, SYLVESTER PATTERSON, GEORGE W. DODGE, | } Committee at East Greenwich. Committee at Wickford. Committee at Hopkinton. |
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"Providence, January 30, 1849."

"PROVIDENCE, January 31, 1849.

"To Messrs. Allyn, &c.

"I feel deeply impressed by the honor you have done me in your communication of the 30th instant, and by the elegant and valuable present which accompanied the same, in the name of a large number of the teachers of Rhode Island. I shall ever bear in grateful remembrance the numberless acts of personal kindness and willing co-operation in my official labors which I have received from teachers both of public and private schools since my first connection with the cause of education in this State, and I accept this parting testimonial of their friendship and too partial appreciation of my labors, as Commissioner of Public Schools, with a sense of obligation greater than I can express. If, during the past five years, any thing has been done to increase the facilities for individual and professional improvement enjoyed by teachers, and to raise the social and pecuniary estimation in which their services are held and rewarded; if any advance has been made towards the better organization and administration of a system of public schools, and the more thorough, complete, and practical education of the whole people, these results are the sum total of innumerable contributions, all of them as meritorious, and many of them, I doubt not, more important than my own. Every teacher who has, with or without the help of books, institutes, and sympathizing friends, made his school better than he found it; every school officer who has aimed faithfully to understand and execute all the details in the local administration of the new system; every person who, by his voice, his pen, his vote, his pecuniary aid, or his personal influence, has contributed to the earnest awakening of the Legislature and the people to the importance of this much-neglected public interest, and in favor of liberal and efficient measures of educational reform, has labored with me in a common field of usefulness, and is entitled to whatever of credit may be attached to a successful beginning of the enterprise.

"Such is the nature of the ever-extending results of educational labor, that if a successful beginning has been made in any department of this field, no matter how small may be the measure of success, we should feel amply rewarded for our exertions, and, with love, hope, and patience in our hearts, we should hold on and hold out to the end. Whoever else may fail or falter, may every teacher in the State persevere until Rhode Island stands ac-

knowned before the world the model State, for her wise system of popular education. Then will her workshops be filled with intelligent, inventive, and contented laborers; her cities and villages be crowded with institutions of religion, benevolence, and charity, and every home throughout her borders will be made a circle of unflinching smiles.

"The cause of true education, of the complete education of every human being, without regard to the accidents of birth or fortune, is worthy of the concentration of all our powers, and, if need be, of any sacrifice of time, money, and labor, we may be called upon to make in its behalf. Ever since the Great Teacher condescended to dwell among men, the progress of this cause has been upward and onward, and its final triumph has been longed for, and prayed for, and believed in, by every lover of his race. And, although there is much that is dark and despairing in the past and present condition of society, yet, when we study the nature of education, and the necessity and capabilities of improvement all around us, with the sure word of prophecy in our hands, and with the evidence of what has already been accomplished, the future rises bright and glorious before us, and on its forehead is the morning star, the herald of a better day than has yet dawned on our world. In this sublime possibility,—nay, in the sure word of God,—let us, in our hours of doubt and despondency, re-secure our hope, strengthen our faith, and confirm the unconquerable will. The cause of education cannot fail, unless all the laws which have heretofore governed the progress of society shall cease to operate, and Christianity shall prove to be a fable and liberty a dream. May we all hasten on its final triumph by following the example of the Great Teacher, in doing good according to our means and opportunity, and may each strive to deserve at the end of life the epitaph of one, 'in whose death mankind lost a friend, and no man got rid of an enemy.'

"With renewed assurance of my gratitude for the kindness expressed in your communication, and for the honor of this present, and with my best wishes for the individual welfare of every teacher in the State, I remain

"Your friend and obedient servant,

"HENRY BARNARD."

We have no wish to appropriate to our individual plans and labors the commendation so strongly bestowed in the documents published above. But as the plans and labors of the Board of Commissioners of Common Schools and of their Secretary have been characterized, in documents which belong to the history of our school system, as "failures," we could not do less than introduce some testimony on the other side. After having devoted so many years of thankless and unpaid toil to the service of the State, it is not pleasant, to say the least of it, not only to be thought a mere dreamer, but to be the target of much unmerited abuse, when the same plans and labors in another field have been crowned with gratifying success—a success no more gratifying than would have followed the same plans and labors here, if they had not been thwarted by the baleful touch of party spirit,—the curse, as Judge Church remarked in his Centennial Address at Litchfield, of many other good causes in Connecticut. In further explanation, we republish the following letter from the Norwich Aurora of May 1, 1850, to the Editor of that paper, which was written without the most distant thought of publication:—

"We have received from Hon. Henry Barnard a letter in relation to an article in the Aurora of the 17th ult. It was not written for the public eye, but as it may disabuse the minds of some in this community, of prejudices against the writer, which it has been the unmanly delight of some among us to create, and cheer the hearts of those who have been disappointed in the result of the late efforts at common school reform in Norwich, we have resolved to give it publicity. We feel justified in doing this, as it is really more a matter of public than of private concern:

"HARTFORD, April 26th, 1850

"MY DEAR SIR:—I see by your paper of the 17th, that your plan for the improvement of the common schools of Norwich has been postponed, but I trust only to be resumed on some future day with more earnestness and with better success. Time, patience, and the discussion in the press and in public meeting, are the only conditions of success in this enterprise. The people—all who have children to educate—all who have a stake in society, and take an interest in the practical recognition of the doctrine of equal rights and the elevation of the masses of men—must be made to see and feel the importance of this subject. Prejudices must be dispelled, ignorance must be enlightened, old habits must be broken in upon, before any great measure of educational reform can be carried. If the cities of Connecticut are ever to have a system of public schools like that which is now the boast and the blessing of Wor-

cester, Roxbury, Boston, and Providence, the friends of education must hold on and hold out to the end—and in the end, and the end will come sooner or later, they will assuredly triumph. It is so manifestly for the interest of every class in the community to have good public schools—public schools good enough for the best and cheap enough for the poorest—that as soon as the elements of such a system are understood, and the practical results of such schools elsewhere are generally known, a majority of the people will call for their adoption, and all will acquiesce and rejoice in the result. This is the history of the Public High School in Hartford, and the history of the improved public schools in more than fifty cities and large villages in other parts of New England. I have yet to learn of a single city or village where an improved system of public schools was once in thorough operation, that the same was ever abandoned by the people.

“ ‘ But thou, my friend, to use the noble language of Bryant—

“ ‘ Who minglest in the harder strife
For truths which men receive not now,
Thy warfare only ends with life.

A friendless warfare ! lingering long
Through weary day, and weary year.

Yet with thy side shall dwell at last
The victory of endurance born.

Truth crushed to earth will rise again,
The eternal years of God are hers ;
But error, wounded, writhes with pain,
And dies amid her worshippers.

Yea, though thou lie upon the dust,
When they who helped thee flee in fear,
Die full of hope and manly trust,
Like those who fell in battle here.

Another hand thy sword shall wield,
Another hand thy standard wave,
Till from the trumpet's mouth is pealed
The blast of triumph o'er thy grave.

“ ‘ It is in the spirit of these noble lines, written over the graves of those who had fallen in the high places of the field, that I have been enabled to bear myself up amid the crushing weight of public apathy, or the storm of obloquy and misapprehension which it has been the fate of my advocacy of educational reform to encounter in this State. The ‘foul and hissing bolts’ which, from your earnest defence of me in your paper of the 17th, it seems to have been the good pleasure of one with whom I supposed I stood in friendly personal relation, to cast at me, are not the first which have been ‘too surely cast.’ I have never knowingly assailed the motives or injured the feelings of any man, by pen or speech. But this, I find, does not screen my action from the imputation of low, sordid, and avaricious motives. It is useless to notice such charges ; but it is mortifying to feel that those for whom I am laboring do thus misunderstand me. It may justify at least your good opinion of me to know a little of my personal connection with the efforts which were put forth in this State, from 1838 to 1842, in favor of liberal and efficient measures of educational reform. So far back as I have any recollection, the cause of true education—of the complete education of every human being, without regard to the accidents of birth or fortune—seemed most worthy of the concentration of all my powers, and, if need be, of any sacrifice of time, money, and labor, which I might be called upon to make in its behalf. The wishes of friends and accidental circumstances seemed to destine me to the legal profession and public life,—and for this I gave a most costly and assiduous preparation. But when I found myself in a position to act, my early predilections lead me to entertain measures of educational policy. And for so doing, it seems, I can only be supposed to have acted from a desire to create for myself an office,—to bring myself before the public, and to receive a salary. Now it is due to myself to say, that, in framing the bill of 1838, I had not the most distant thought of filling the only salaried office created by it. It is known to many men, whose names I could give, that I had special reference to the Rev. Thomas H. Gallaudet, whom I then thought, and still think, the soundest practical educator in the whole country, and whose confidence, friendship, and co-operation, it is among the treasured memories of my life to have enjoyed from the first hour I entered this field of labor. After the Board was created, on my motion, Mr. Gallaudet was appointed Secretary ; and on his declining, at first, mainly on the ground that the salary was not adequate to the labor and outlay of the office, I pledged myself to raise by my own and others’ subscription as much more as the State had appropriated, and to continue the same for three years, even though the office should be abolished. On his continued refusal to accept, at his suggestion, and the earnest solicitation of every member of the Board, I was appointed, and consented to act for six months without compensation, until a plan of operations could be matured, and a person appointed in my place. At the end of six months, the Board refused to go into an election, and insisted on my receiving the compensation allowed by law to meet the extra expenses which I had incurred in organizing the operations of the Board. At the end of the first, and again at the end of the second year, I resigned, and asked for a successor—but in both instances was overruled. At the end of the third year, Mr. Waldo was appointed on my nomination. This I did, because I thought he was eminently qualified for the place ; and because his relations to parties in the State would, as I thought, rescue the action of the Board from all suspicions of a political character. He declined, and urged me by letter, which I have now before me, to continue in the work, ‘and that every good man in the State will sustain you, and if you fail, no man can succeed.’ I failed—or, at least, the standard of reform which I had borne aloft was stricken down, and nobody came to the rescue. But I retired from the field ‘full of hope and manly trust’ that a brighter day would yet dawn upon

the cause, and that other and abler hands would be found to bear aloft the spotless ensign of a free people. I have lived long enough to see nearly every measure which I advocated twelve years ago recognized as at once sound and practical in the school laws and school reports of more than half of the States of this Union, and many of them among the established agencies by which the people of this State are now aiming to secure and extend the blessings of common school education; and I now find myself again employed in the service of my native State, with impaired health and diminished resources, but not 'bating one jot of heart or hope.' And if I should be dismissed to-morrow from her service, I shall not love my State the less, for that love is twined with every fibre of my being, or cease to labor in such ways as I can, to improve the condition of her common schools. As for office, I have yet to learn the satisfaction of holding any office in Connecticut on the score of emolument or real distinction. The only real satisfaction of being in office, is the opportunity it gives of carrying out more effectually, than can otherwise be done, views of public policy and social improvement. I have no desire to hold any office in the gift of the people, or of the State, beyond the one I hold, and that I shall be obliged to resign soon from failing health; and I am ready to resign it on the first indication that my services are either not acceptable or not useful. As a native-born citizen of Connecticut—as one whose roots are in the soil—I am ambitious of being remembered among those of her sons whose names the State will not willingly let die, because of some service, however small, done to the cause of humanity in my day and generation; but I am more desirous to deserve, at the end of life, the nameless epitaph of one in whom mankind lost a friend, and no man got rid of an enemy.

"For your prompt, kind, and manly defence of an absent friend, I beg of you to receive my cordial thanks.

"Yours, &c.,

"HENRY BARNARD."

(1843.)

Governor Cleveland, in his annual Message to the Legislature, refers in terms of congratulation and commendation on the increased revenue of the School Fund, which, under the present and skillful administration of the Commissioner, has reached the aggregate of \$124,890.50, or one dollar and fifty cents for each person between the ages of 4 and 16. The Legislature passed an Act relating to the division of property belonging to a District, which shall be divided into two or more Districts. Twelve resolutions remitting forfeiture of School monies were passed.

(1844.)

Governor Baldwin in his annual Message, at the opening of the Legislature, introduces the subject of education as follows:—

"Our institutions of learning, from the primary schools to those of the highest order for mental culture and discipline, have, in common with the institutions of religion, been objects of solicitude to the people of Connecticut from the earliest period of our history. And it is doubtless to the benign influence they have exerted, from generation to generation, over the minds and habits of our youth, that we are chiefly indebted for all that gives value to our social system, or safety in its administration. In a government like ours, where suffrage is nearly universal; where privileged classes among the electors are unknown; and where all the avenues to distinction are open alike to the children of the poor as of the rich;—an intelligent and virtuous population is equally essential to the correct administration of the laws, as to the wisdom of their enactment. For however well devised may be the laws of a State to secure the rights of persons or property from invasion, it is obvious that in a community where every elector may be called to apply them in the capacity of a juror, unless the tone of public sentiment is in harmony with the laws, they will afford but a feeble protection from injustice and crime. It is in the schools of New England that those habits of subordination and of reverence for the laws have been formed in the minds of her youth, by which they have generally been characterized and distinguished wherever the tide of emigration has borne them.

"The school fund of this State, for which we are indebted to the provident foresight and wisdom of our statesmen of a former generation, in reserving, while yet in their power, a portion of our western lands, for this noble object, now amounts to \$2,051,423.77. The dividend distributed to the schools during the past year has been \$1.40 for each scholar between the ages of four and sixteen years, amounting to \$117,717.60, in addition to the income of the deposit fund appropriated to this object in the several towns.

"Notwithstanding this munificent provision for the education of our youth, it appears by the returns of the last census, that there were in the State of Connecticut in the year 1840, five hundred and twenty six persons of mature age who were unable to read and write. What proportion of this number, if any, were natives of the State, the census affords us no means of determining.

"It is much to be desired that our system of common schools should be improved and perfected, until by a regular gradation from the primary school to the highest seminary, the means of education which they afford shall be such, that not only the rudiments of learning may be imparted to all of our youth, but that the higher attainments in literature and science shall be within the reach of those whose talents and inclination may fit them for such pursuits. Then will our children, as they grow up together in every community, and form their characters in the same institutions, be practically taught that great lesson of republican equality, which, while it holds every citizen in strict subordination to the laws, recognizes no other distinctions than such as superior intelligence and virtue confer.

"It gives me pleasure to be able to state that the salutary influence exerted upon our public schools by the late Board of Education and by the indefatigable efforts of their Secretary, still continues to be felt, and has given a new impulse to the cause of education, by bringing to the knowledge of all our districts the results of the experience of other enlightened States and countries.

"Believing as I do that the prosperity of public schools, and seminaries of every grade, is identified with the best interests of our constituents, as well as with the glory and honor of the State, I shall cordially co-operate in any measures which your wisdom may devise for its promotion."

In pursuance of these suggestions, the Joint Standing Committee on Education reported the following Resolutions, which were passed:—

"Resolved, That his Excellency the Governor of this State be, and he hereby is authorized and empowered to nominate a Committee of nine persons in this State, to be and to constitute a Committee to report on the subject of Education to the next General Assembly.

"Resolved, That the person first named on this Committee shall be Chairman thereof,—and that this Committee, when constituted, shall take into consideration the state of Common Schools in Connecticut, and of the public mind respecting them, together with such plans and suggestions for their improvement as to them may seem calculated substantially to promote the usefulness of schools and the interests of education generally in the State, and shall report their doings herein to the next General Assembly.

"Resolved, That the School Visitors in the several school societies shall lodge with the clerks of their respective societies such returns of the condition of each common school within their limits, in such particulars and at such times as the Committee, mentioned in the foregoing resolution, shall specify and direct, together with a written report of their own doings, with such observations as their experience and reflection may suggest; and said clerks shall, at the expense of the several school societies, transmit the same, when required, to the Chairman of the Committee above named.

"Resolved, That the Comptroller of Public Accounts be directed to draw an order on the Treasurer for the sum of fifty dollars, in favor of the Chairman of said Committee, to be by him applied for time and expenses of said Committee, and in remuneration thereof, after the purposes for which said Committee has been raised, shall have been accomplished."

The Committee appointed under these Resolutions consisted of John T. Norton, Seth P. Beers, C. W. Rockwell, Isaac W. Stuart, John Johnston, Samuel Nichols, William T. Russell, and Edward Eldridge. This Committee attended to its duties, as will be seen below.

(1845.)

Governor Baldwin, in his Annual Message, remarks:—

"The subject of popular education, always of vital interest in a republican government, will never cease, I trust, to occupy a prominent place in the deliberations of the General Assembly of Connecticut. Blessed with a munificent fund, amounting to \$2,051,423.77,

which distributed during the past year \$117,730.20 among the 1,658 school districts into which our territory is divided, the people of this favored State have a solemn trust to perform, involving deep responsibility to future generations, as well as to the present, for its faithful execution. It will never be fulfilled in its spirit, until the standard of education in our common schools is elevated to the highest degree of excellence, which the ample means at our command will enable us to attain. A committee appointed under the resolution of the last session, to take into consideration the state of common schools and the interests of education generally in Connecticut, will submit to you the result of their investigations. The intelligence of the committee, no less than the importance of the subject, will commend their report to your attentive consideration."

The Committee, appointed by the Governor, under the Resolution of 1844, submitted a Report of 64 pages, from which the following extracts are taken :—

"Your Committee hoped to have met with a ready co-operation on the part of the visitors and clerks of the School Societies. They regret to say, however, that, of 214 circulars issued, only 59 have been replied to.

"The cause of this neglect to comply with the wishes of the General Assembly, in a reasonable effort to promote the cause of education, can only be ascribed to indifference to the subject, and an unwillingness to do any thing more than the law imperatively requires, without compensation. This fact, alone, affords a forcible reason why some measures should be adopted to revive the spirit of our ancestors, and awaken a proper interest in a subject of such vital importance.

"On comparing the returns now received with those made by the same societies in 1830, 40, and 41, your Committee are forced to the conclusion that the cause of Common School education is advancing so slowly in this State, that its progress is scarcely perceptible. Not to improve at all, whilst every thing is progressing around us, is in effect to go back. In 1839-40, and 41, a spirit was aroused, and improvements were begun, which promised to carry our State forward in the career of popular education. The effects of these efforts are still visible in many places. Whilst in others, disappointment has succeeded to defeat, and many who were willing to devote talent, time, and money, in order to give the poorest child in the State a thorough, common school education, have been ready to give up in despair.

"Besides the evidence of these facts, afforded by the returns, your Committee are confirmed in their opinion by extensive personal observation and enquiry. The supervision of schools by committees, is not nearly as thorough now as it was in former years, nor as it had become more recently under the system in operation in 1839-40, and 41."

DEFECTS IN THE SCHOOL SYSTEM.

"1. *Want of well-qualified Teachers.*—This is one of the most common complaints, and must continue to be an evil, greatly hindering the progress of education, until teaching, by the encouragement it receives in the community, becomes a *profession*.

"2. *Frequent change of Teachers.*—Most of the schools suffer from this cause. In consequence of the almost constant changes, common school education is not *progressive*. Year after year, as new teachers take charge of schools, the same ground is gone over as was traveled over the year previous; and parents wonder that their children make no greater improvement; or, which is not uncommon, conclude that they have learned all that they can, and detain them from school.

"3. *Want of compensation to School Visitors.*—The frequent mention of this in the reports, is an indication that the need of more thorough supervision of the schools is very generally felt amongst those who are interested in the subject.

"4. *Too great a variety of Books.*—This is a crying evil; subjecting the community to more unnecessary expense, annually, than it would cost to support a school for educating teachers, or a complete superintendence and supervision of schools, by means of State and town superintendents; besides greatly hindering the onward progress of the children in knowledge. It is very plain that the fewer classes there are in a school, the more time the teacher can devote to each.

"5. *Want of Libraries, Globes, and Philosophical Apparatus, &c.*—Notwithstanding the cheapness and abundance of books, in consequence of the wonderful improvements in the art of printing, within a few years, and notwithstanding that science and art have furnished

maps, globes, and philosophical apparatus, at such prices, as that every district in the State might procure them without inconvenience; yet these admirable auxiliaries to learning are found, (out of the cities,) so far as returns are received, only in ten school societies.

"6. *Poor School Houses, &c.*—The reports, with few exceptions, speak of 'poor houses,'—'inconveniently furnished,'—'without the means of ventilation,'—'in bad repair,'—'badly located,'—and 'without out-houses.' These are all matters of importance, and entitled to serious attention.

"The want of decent out-houses is disgraceful to a civilized community. Most of the reports say, 'wretched out-houses' or 'none at all.' Some large and respectable societies report 'none whatever.' The health of children is often seriously injured on this account, as they are frequently prevented answering the calls of nature, or are subjected to an exposure alike detrimental to modesty and good morals.

"7. *Want of interest in Parents and Guardians.*—This seems to be the crowning defect, or rather the foundation of all the evils connected with the schools.

"8. *Small School Districts—Assessments on Children, &c.*—There can be no doubt that, in general, small districts are an evil, and should be avoided, except under peculiar circumstances. A *capitation* tax should also be avoided, as it operates often in keeping the children of the poor from school."

DIFFICULTIES IN THE WAY OF IMPROVEMENT.

"After a careful examination of the reports received, and a due comparison amongst themselves of the state of the public mind, in the different sections which they represent, your Committee are of the opinion that *no great change* can be effected, or new system introduced at present, with fair prospects of success. The principal difficulties in the way have already been alluded to, viz:—

"1. A large number, perhaps a majority of the people, from long familiarity with, are blind to existing evils; and, not having informed themselves of the state of education elsewhere, are of opinion that our schools are the best in the world, and that no change is needed.

"2. The people have so long been in the habit of depending mostly on the public for the support of Common Schools, that a tax is looked upon as unnecessary, fraudulent, and oppressive.

"To these must be added,—

"3. That in this State, unlike New York and Massachusetts, (and, indeed, all the other States, so far as your Committee can learn,) the cause of common school education is connected with party politics—a thing fatal to any improvement in schools, especially where the great parties are so nearly balanced as in this State."

MEASURES RECOMMENDED.

"Your Committee are of the opinion, however, that two improvements can and ought to be made, viz:—

"1. Our schools are at present in the condition of a body without a head, a government without a chief ruler, or an army without a leader. A manufactory cannot be successfully managed without a superintendent, nor a farm without a leading mind to direct its operations. Every other department in the State has its head. Our schools, however, in which 80,000 children are in a course of education, intended to fit them for active life, are under no system of accountability. There is no one to whom reference can be made of disputed questions. No medium of communication with the schools through which information can be obtained and imparted. No means for infusing life and animation, and none for promoting uniformity.

"Our ancestors were cast in a peculiar mould, and had a remarkable unity of purpose. The laws respecting education were strictly enforced, and public opinion would not tolerate neglect to educate children. That state of things has, in a considerable degree, passed away, and other means must now be adopted, than were all-prevalent then, to promote public instruction.

"A *head* of the school department can be constituted without the creation of a new office, at a small expense, by appointing one of the existing State officers, say the Secretary of State, Superintendent of Common Schools, *ex officio*, with authority to act in certain cases in interpreting and enforcing the laws relating to schools, and with authority to address questions, from time to time, to the School Visitors, calling for such information as the interests of education may require—said questions to be answered and returned with the annual enumeration children, and the distribution of the public money to be dependent on such returns

"In order to enable the Secretary of State, or other officer, to discharge this additional duty, he might be authorized to employ a clerk or assistant, at a moderate salary, and might be allowed a small sum for printing, postages, &c. A place of deposit would thus be secured for books, correspondence, and returns, valuable for future reference, and an efficiency would probably be given to the whole system, which it greatly needs, and which, it is believed, cannot be produced, by the mere enactment of laws and regulations, without a proper officer to enforce them.

"2. Your Committee recommend, that each Board of Visitors be required to appoint one of their number an *Acting Visitor*, to examine teachers, and visit schools, in company with one or more members of the Board, when their attendance can be obtained. Said *Acting Visitor* to visit each school twice during each term, spending not less than half a day at each visit, and to make an annual report of the condition of the schools to the head of the department. Said Visitor to receive one dollar a day whilst actually engaged in these services, out of the treasury of the town in which the society is located.

"There is one other improvement which your Committee deem of great importance, but which they do not think the present state of the public mind would justify, viz.:—*the establishment of a Normal School, or Teacher's Seminary.*

"Teaching is an art, subject to certain rules and principles, like any other art. It is true, that individuals may attain some degree of skill in teaching, without having had regular and systematic instruction in the art; as some men do in the arts of the painter, the carpenter, or the smith, without having served a regular apprenticeship. It is true, too, that every one gets some idea of teaching while he is himself obtaining the rudiments of knowledge. But who would entrust an important work in building, machinery, or painting, or send a son to serve an apprenticeship, with an artisan who had not been regularly taught his profession, unless, indeed, he were satisfied that, by long study and experience, he had fully made up for the deficiency in his early education.

"How much more, then, should we hesitate to commit the education of our children to unskillful hands—to those who have barely sufficient attainments to entitle them to the certificate required by law, without having had the slightest instruction or experience in the art of teaching, and who even acquired the rudiments of knowledge from those who were themselves exceedingly deficient both in art and learning.

"By far the greater part of our teachers, when they begin to instruct, are of this character. Many never teach but a single season. Others, who continue in the profession, change their school, season after season, giving no satisfaction to their employers, and deriving none themselves from their pursuit. A few, only, become successful teachers, and these soon find their way, as has before been said, into such common schools as duly appreciate their talents, or are employed in private schools and academies.

"Your Committee are of the opinion that *true economy*, as well as the higher inducement, of the best interests of the State, in the improved education of its children, would be promoted by the establishment of a Normal School. The annual expense of a school adapted to this State would probably be about \$4,000, or 5 cents a year for each child in the State. The public, however, have at present but little information on the subject. There can be no doubt that, sooner or later, these institutions will be deemed an indispensable part of every common school system.

"Your Committee cannot close, without expressing their deep sense of the importance of an improvement in common school education in this State. Though narrow in territory, and with a small and not rapidly increasing population, Connecticut, for a long course of years, exercised an important influence in the Union. Her rank and influence, however, must rapidly decline, as other States improve in knowledge and increase in population, unless by the superior intelligence of her people and the wisdom of her counsels, she command a respect, which mere extent of territory, and a numerous but unenlightened population cannot command."

In pursuance of these recommendations, the Joint Standing Committee on Education reported a Bill, which was passed by a very large majority in both Houses.

An Act in addition to and in alteration of an Act concerning Common Schools.

"SEC. 1. Be it enacted by the Senate and House of Representatives in General Assembly convened, That the Commissioner of the School Fund shall be *ex officio* Superintendent of

Common Schools, and that it shall be his duty in that capacity, to exercise a general supervision over the common schools of the State, to collect information from School Visitors in the manner hereinafter to be mentioned, and from other sources, and to prepare and submit an Annual Report to the General Assembly, containing a statement of the condition of the Common Schools of the State, plans, and suggestions for the improvement and better organization of the Common School system; and all such matters relating to his office and to the interests of education, as he shall deem it expedient to communicate.

"SEC. 2. In all cases of forfeiture of public money under the thirty-first and thirty-second sections of the Act to which this is an addition, application shall be made to the Superintendent of Common Schools, who shall examine the facts of each case, and according to its equity decide on the right of the applicants to receive the money so forfeited, and the same shall be paid as if no forfeiture had occurred, on his certificate to the Comptroller of Public Accounts, in approbation of such payment.

"SEC. 3. The visitors of each school society, shall, immediately after their appointment, meet and choose one or more of their number to be the acting school visitors of the society, for the year ensuing.

"SEC. 4. It shall be the duty of the acting school visitor or visitors of every school society, to visit every common school in said society, in company with one or more of the visitors, or of the district committee, if such attendance can be obtained; and such visits shall be made twice at least, during each season for schooling, in conformity with the provisions of the Act to which this is an addition. It shall be his or their duty (unless otherwise directed by the visitors) to spend at least half a day in each school visit. It shall also be his duty to make a full report of the condition of the common schools of said society, and of all important facts concerning the same, to the Superintendent of Common Schools, before the expiration of the year for which he is appointed, and to answer in writing all inquiries that may be propounded to him or them on the subject of common schools by said Superintendent. He or they shall also prepare an abstract of such report to be read at the annual meeting of said society, or (if the visitors shall so direct,) at the annual meeting of the town in which said society is situated.

"SEC. 5. The acting school visitor or visitors of any school society shall receive for the time actually spent in the performance of the duties prescribed in this Act, the sum of one dollar each per day, to be paid out of the treasury of the town in which the school houses of the schools visited by him or them are situated; such payment to be made from the income of the town deposit fund, or in such manner as the town shall direct. *Provided*, that he or they shall have made his or their annual report in the manner prescribed in the preceding sections; and *provided further*, that his or their account shall be approved by the visitors of the society.

"Approved, June 13, 1845."

(1846.)

The Report of the Select Committee and the action of the Legislature in 1845 was followed by immediate and beneficial results. The circulation of the Report and of a Circular of the Superintendent, Hon. Seth P. Beers, who entered into the requirements of the law with a sincere desire to accomplish something for the benefit of the common schools, arrested the attention of school officers and of the public generally. At the opening of the Legislature, in 1846, Governor Toucey, thus introduces the subject:

"The education of youth, in a free State, is ever a subject of momentous interest. Here we lay the foundations of that improved society, supposed to exist, and of that free government and all its kindred institutions, which rest upon man's capacity for self-government. Without disparaging the higher seminaries of learning, I would especially commend to your attention the Common Schools, in which the people generally are taught, and which are more particularly under their immediate care and superintendence. If these are placed in the highest practicable condition, the higher institutions will be sure to be provided for. If there be any pecuniary sacrifice necessary to introduce any well-attested improvement, or to save these schools from lagging behind the age, let it be made with that generous, self-sacrificing devotion, which becomes an educated community. But in all our legislation let us never lose sight of the fundamental principle, which, with certain exceptions, we have ever acted upon, that these common schools should be under the superintending care and control of the parent. If the parent has not an unflinching interest in the education of a beloved child, in which the State may justly confide, I know not to what quarter we should look for it.

"More especially is it desirable that some feasible plan should be devised, which would be sustained by public opinion, for enlarging and improving, as far and as fast as practicable, the qualifications of instructors, to the end that the higher branches may be opened to the children of parents in moderate pecuniary circumstances. For lack of it, many of the bright-

est minds, many of the most largely endowed intellects, which might otherwise have adorned and blessed society, are left obscured by the sad influences of poverty. Let that noble principle of our institutions, by which the humblest citizen is placed upon a footing of political equality with the highest, be extended, in some measure at least, to his children, so that when they seek an acquaintance with the higher branches of learning, no insuperable barrier may be in their way.

"The School Fund, that source of just pride to the people of this State, with its capital of \$2,070,055.01, dividing the present year the sum of \$119,385 to 85,275 children, between the ages of four and sixteen, furnishes strong evidence of a just public sentiment, which may be safely relied on for any wise and salutary legislation, in furtherance of the great cause of education."

In the course of the session Mr. Beers submitted the "*First Annual Report of the Superintendent of Common Schools to the General Assembly, May Session, 1846.*" The Report itself is brief—occupying 14 pages, but with the accompanying documents makes a pamphlet of 200 pages, and for the light these documents throw on the actual condition of the schools, it is one of the most valuable school documents ever published in the State. The following extracts include the substance of the Report.

CONDITION OF COMMON SCHOOLS IN 1845-'46.

| | |
|---|-------------|
| "Population in 1840, | 309,979 |
| Capital of School Fund, | \$2,070,055 |
| Annual Dividend, | 119,384 |
| Number of towns, | 144 |
| " school societies, | 215 |
| " school districts, | 1644 |
| " children over four and under sixteen years of age, | 85,275 |
| Average attendance of scholars of all ages in common schools in summer, | 41,572 |
| Average attendance of scholars of all ages in common schools in winter, | 52,400 |
| Estimated number who were four years and under, in summer schools, | 1,600 |
| Estimated number who were over sixteen years of age, in winter schools, | 5,500 |
| Number of scholars of all ages in private schools of different grades, | 10,000 |
| Number of children over four and under sixteen, in no school, public or private, in summer or winter, | 8,000 |
| Length of schools in summer and winter, in months, from | 8 to 9 |
| Teachers employed in summer—male, | 149 |
| " female, | 1,423 |
| " in winter—male, | 1,300 |
| " female, | 408 |
| Monthly wages paid to teachers—male, | \$15 42 |
| " female, | \$6 86 |
| Number of districts in which teachers board round, | 1,500 |
| " board themselves or are boarded by district at one place, | 145 |
| Number of school districts unfurnished with school houses, | 50 |
| Number of school houses, | 1,600 |
| " in very good condition, | 180 |
| " good, | 769 |
| " ordinary, | 472 |
| " in bad condition, | 237 |
| " very bad, | 122 |
| " supplied with necessary out-buildings, | 437 |
| " not supplied, | 1,163 |
| " supplied with blackboards, | 1,360 |
| " globes, | 66 |

PLANS FOR THE IMPROVEMENT OF COMMON SCHOOLS.

"To say that the system is not susceptible of improvement, would be to claim for it an exemption from the nature of all human institutions. In the course of our legislative history, our school laws have been from time to time modified, and it would be strange, if in the light of the experience of the last twenty years, during which time the attention of many intelligent statesmen, and of Legislatures, in other States and countries have been devoted to this subject, that some further modification could not be made in our mode of supervising and conducting Common Schools. That there are defects in the practical operation of our school system, in the construction of school houses, the attendance and classification of scholars, in

the qualifications of teachers, and their mode of discipline and instruction, in the books and apparatus for illustration, in the parental and public interest manifested in the administration of the system, is evident from the testimony of the school visitors, not of one society, but of more than two-thirds of all the school societies in the State. That there are remedies for these defects is evident from the fact, that they have been remedied to some extent in other States, and in some districts and societies in our own State; and that the visitors practically familiar with the evils as teachers or committees, for many years, and in societies remote from each other, and without any opportunity for consultation, agree in the recommendations which they submit.

"The following is a summary of the *defects* as presented by the School Visitors, in the operation of our school system, and the *remedies* proposed by them, in their reports to the Superintendent; extracts from which are hereto appended.

"*First*—The apathy of parents and the public generally, as manifested in not visiting the schools, and attending school meetings, when school committees are to be appointed, and appropriations voted for teachers, school houses, apparatus, &c.

"The remedies proposed by them are—

"1. A regular system of reports as to the condition of the schools and their improvement, both to the school society and the State, printed and circulated widely among parents and school officers.

"2. Lectures and discussions by school officers and others, on topics connected with the method of instruction and discipline, school houses, books, apparatus, and above all, the qualifications of a good teacher.

"3. The circulation of Educational Tracts.

"4. The publication of a Common School Journal.

"*Second*—The employment of *cheap*, instead of well-qualified teachers.

"To supply this want, the following remedies are by them proposed.

"1. The establishment, by the State, of one or more Normal Schools for the practical training of such young men and young women as show the requisite native talent and tact, to the best methods of school government and instruction.

"2. The holding of Teachers' Institutes or Conventions for one or two weeks, in the spring and autumn, where young and inexperienced teachers may have an opportunity to review their studies, and receive practical instruction from older and experienced teachers.

"3. An association of the teachers of a town or county, for an evening or a day, or a longer time, for discussions and lectures on topics relating to their profession.

"4. A more thorough system of examination of all candidates to teach, by a Senatorial District, or County Board of Examination.

"5. A system of visitation, by a County or Senatorial District Board, and a faithful report exposing poor teachers and naming with commendation those teachers who are faithful and successful.

"6. Higher wages.

"*Third*—The constant change of teachers from summer to winter and from winter to summer

"The remedies proposed by them are,

"1. Higher compensation to induce good teachers to remain in the same place.

"2. A classification of the schools, so as to have occasion for a smaller number of male teachers in the higher department, and a larger number of female teachers in the primary schools, for the year round.

"*Fourth*—The want of better school rooms and better out-door accommodations.

"The remedies which they propose are,

"1. An exposure, in faithful reports and lectures, of the injury done to the health, morals, manners, and intellect of scholars and teachers, by the present neglect.

"2. The erecting and fitting up of a few model school houses, yards, &c., in each county.

"*Fifth*—The want of uniformity of books.

"The remedies proposed by them are,

"1. The appointment of a State Committee to examine all the books before the public and recommend the best.

"2. The appointment of a State Committee to *prescribe* the best books, and make it the condition to the enjoyment of the public moneys, that these books and no others shall be used in the schools.

"3. The prescribing, by the school visitors, of such regulations as shall tend to a uniformity in all the schools of the same society.

"*Sixth*—The irregular attendance of children at school.

"The remedies they propose are,

"1. The distribution of the moneys to the districts according to the amount of attendance in each, so as to make it the interest of parents and districts to see that the children are regular.

"2. Securing the co-operation of parents.

"*Seventh*—An unwillingness on the part of districts, school societies, and towns, to raise money by tax for the compensation of teachers, payment of school visitors, and building and repairing of school houses.

"The remedies proposed are,

"1. The agitation of the subject by lectures and reports.

"2. The apportionment and payment of the dividends of the School Fund to such societies and districts only, as will raise a specific sum by tax, and keep the schools in a school house approved by the school visitors.

"*Eighth*—The inability of small districts to maintain a good school house, and employ a good teacher for a sufficient length of time.

"The remedies they propose are,

"1. To assist the small districts by a larger distributive share of school money.

"2. To abolish all small districts, where it can be done without serious inconvenience.

"3. The more extensive employment, by such districts, of female teachers, in winter as well as in summer.

"*Ninth*—The want of a more thorough system of supervision, that there may be a greater uniformity and vigor in carrying out the provisions of the School Act, in different districts: and a sense of responsibility to the Legislature, for the manner in which the large amount received from the State is expended.

"The remedies they propose are,

"1. The appointment of a Commissioner, whose sole business it shall be to visit schools, deliver addresses, confer with school committees, circulate information, furnish plans of school houses, and submit a detailed report of the condition of the schools annually.

"2. The establishment of a Board of Education, with a member for each County, and with power to appoint a Secretary, who shall devote his whole time to these duties.

"3. The appointment of an officer for each county or senatorial district, to visit the schools within his limits and report to the Legislature or the State Superintendent.

"4. The appointment of a single officer for each town or school society, to have the supervision of the schools in that town or society.

"*Tenth*—The existence of numerous private schools of the same grade of the common schools; and of the patronage of the former by the educated and wealthy, to the neglect of the latter.

"The remedies proposed by the visitors are,

"1. To make the common school the best school.

"2. To establish a common school, of a higher order than the district school, in every town and in every large village.

"*Eleventh*—The want of suitable apparatus, and means of visible and practical illustration.

"The remedies proposed are,

"1. A small appropriation by the State to each district which will raise as much more, and expend both sums in the purchase of these articles.

"2. Lectures on the advantage of such means of illustration.

"In conclusion the Superintendent would observe, that while he entertains no doubt as to the importance of having a regular system of returns made to the Legislature by school districts and school societies, respecting the condition of the common schools within their limits for whose support the State makes a larger appropriation than is made by any other State; and that to secure uniformity and efficiency in this and other requirements of the School Law, and keep the Legislature informed of the progress of improvement in schools in other States and countries, some officer or department must be charged with these specific duties: he is no less certain that the financial duties of the Commissioner of the School Fund, are too numerous, and too diverse to be blended with those of the common schools. The supervision of the common schools, should, therefore, in his opinion, be transferred to some other department or officer."

Appended to the Report of the Superintendent was a Prize Essay, on the "*Necessity and Means of Improving the Common Schools of Connecticut*," the history of which is thus given by the Superintendent :

"Since making the foregoing Report, the attention of the Superintendent has been called to a manuscript Essay 'On the Necessity and Means of improving the Common Schools of Connecticut,' to which has been adjudged the premium offered in the following notice :

"**PREMIUM OF \$100.**—A premium of *One Hundred Dollars*, which the undersigned have been authorized to offer, will be paid for the best Practical Essay, adapted to general circulation, presenting the most simple and efficient plan for improving the Public Schools of Connecticut, and for adding to the Public Schools in *Cities*, a department for instruction in the higher branches of education.

"Competent judges will be selected to decide on the merits of the Essays which shall be transmitted to the undersigned on or before the 20th of April next.

"The names of the authors to be sent in sealed envelopes, of which that one only will be opened which accompanies the Prize Essay.

THOMAS DAY.
THOMAS H. GALLAUDET,
WILLIAM D. ELY.

Hartford, March 2, 1849.'

"Twenty-seven Essays were sent in. These were placed in the hands of Rev. George Burgess, Chairman of the School Visitors of the First School Society of Hartford, and Mr. Nathan L. Gallup, Principal of the Centre District School, Hartford; who adjudged the prize to the author of this Essay. Without having had time to examine the Essay with particular attention, and without assuming any responsibility, either for the matter or expression of the views which it contains, but as it relates 'to the interest of education' in the State, and from respect to the benevolence which prompted the offer, and the practical judgment of the gentlemen who have acted as judges, the Superintendent has concluded to append the Essay to this Report, and commend it to the consideration of the Legislature."

To this, as matter of history, and in justice to all concerned, it may be stated, that the premium was offered and paid (as well as the bill for the printing of one thousand copies in a pamphlet form) by James M. Bunce, Esq., of Hartford; and the Essay was written by Prof. Noah Porter, Jr., of Yale College, at the time residing in Springfield, Mass. The Essay was printed and widely circulated, with the Report of the Superintendent and in a separate pamphlet, among school officers, clergymen of every denomination, and the friends of educational improvement generally, in the State. It was eagerly read, and its bold, eloquent, and yet practical exposure, of existing defects and desirable remedies in our system, arrested public attention, and called forth vigorous efforts in the right direction. The principal measures recommended by the Essay are : 1. A thorough examination of teachers and supervision of the schools by one or more county officers. 2. The holding of Teachers' Institutes without delay. 3. The establishment of one or more Normal Schools by the Legislature, or by individuals. 4. More liberal compensation to teachers. 5. Gradation of schools in cities and large villages, especially the establishment of a Public High School. 6. Property taxation for school purposes. To carry out these measures, the Legislature must be memorialized. A State convention of teachers and friends of education organized. Institutes must be held by individual enterprise and benevolence. The public press and lecture-room must be enlisted; and, above all, a beginning must be made somewhere by somebody. The Essay may be found entire in the Fifth Annual Report of the Superintendent of Common Schools, which will be sent to all of the subscribers of this Journal.

Mr. Bunce, having put his hand to the plough, did not look back till he had driven the ploughshare deep into the public mind. In connection with a few other citizens of Hartford, he determined to realize some of the suggestions of improvement set forth in the Prize Essay. A Convention or Institute of Teachers of Hartford County was determined on; and, to perform the preliminary work of a State office, he employed Rev. Merrill Richardson, a gentleman admirably fitted for the purpose, to visit every town in the county, and awaken an interest in the purposed meeting. The convention was held in November, and two hundred and fifty-four teachers were in session for one week, under the instruction of experienced educators and lecturers. This gave a powerful impulse to the public mind. A monthly *School Journal*, under the name of the *Connecticut School Manual*, was started, in January, 1847, under the editorial charge of Mr. Richardson. Other Institutes were held in the spring, at Tolland, Winsted, and Meriden.

But the zeal and liberality of Mr. Bunce did not end here. Aided by others, he resolved to do all in his power to bring about the establishment, in Hartford, of a Public High School for the older scholars of the First School Society, and of a Normal School for the State. First in the order of trial, the plan of a Public High School, which we first proposed in 1839, was revived. No pains were spared to inform and interest the public in the enterprise. Public meetings were held, in which elaborate and animated debates were conducted by the most prominent speakers of the city. Individuals were seen and conversed with. The ignorant were informed; the indifferent aroused; the rich were made to see that property would be more secure in a well-educated community; and the poor, to feel that they could not have the advantage of good schools, without these schools were also cheap. The public press was enlisted, and pamphlets published and distributed, in which the whole subject was fully explained. Seldom has the public mind of Hartford been more deeply interested in any enterprise; and, finally, the plan was carried by an overwhelming vote of the largest town meeting ever held in Hartford. Much of the expense of all these preliminary movements was borne by Mr. Bunce; and to the completion of the building, he contributed \$1,000 beyond the amount voted by the society. While this movement was going forward, Mr. Richardson, by his addresses and in the *School Manual*, was laboring to prepare the way for the establishment of a Normal School, and to this enterprise Mr. Bunce offered to contribute \$5,000.

To return to the doings of the Legislature in 1846. The Joint Standing Committee on Education, to whom the Message of the Governor and the Report of the Superintendent was referred, submitted a report, in which, after speaking of the "beneficial effects" of the appointment of a state officer, "as an efficient and authorized head and leader," "to give life and energy to the system," and that "the call for improvement is

becoming more loud and emphatic every year," they set forth the following, "plan for the improvement of common schools:"

"1. A *Board of Education*—to be established, to consist of the Governor, Lieutenant-Governor, Superintendent of Common Schools, and three other members, one of whom to go out each year.

"2. *School Societies to be abolished.* The towns to occupy the place of the societies in all respects.

"3. Some encouragement toward the establishment of a *paper* devoted to the subject of education.

"4. A *Normal School*—to be established for the instruction of teachers, of which the principal might be the Superintendent of Common Schools, thus making a saving to the State, and enabling it to secure the services of a man fully competent to discharge the duties of both offices

"5. Some encouragement to *Teachers' Institutes, or Association of Teachers* for mutual improvement.

"6. Some encouragement towards procuring *libraries, maps, globes, and philosophical apparatus.*

"7. Some regulation or encouragement in relation to improved school and out-houses.

"8. To prevent a *multiplicity of books*—no school to have but *one kind of spelling book*; one of geography, one of grammar, and two of arithmetic."

The "Plan" was continued to the next session of the General Assembly, after the adoption of the following Resolutions:

"*Resolved*, That this Legislature approve, in the main, of the plan proposed by the Committee on Education, and believing that when fully matured and carried out with a due regard alike to economy and to the interests of education, it will prove highly advantageous to the State.

"*Resolved*, That two thousand copies of the plan be printed and circulated, together with the laws concerning common schools."

(1847)

Governor Bissell in his Annual Message commends the subject of education to the attention of the Legislature as follows:

"In a government resting on the virtue and intelligence of its citizens, where worth and talents are sure to be duly appreciated, and where the avenues to distinction are open to all alike; the cause of education should ever be regarded as an object of paramount importance. It is, and ever has been so regarded by the people of this State. And early, in the very infancy of our existence as a State, were laid, deep and broad, those foundations of morality, intelligence, and religion, upon which has been reared the structure of our prosperity. And although there are many things in which we may not compare favorably with many of our sister States, yet there are others in which we may indulge an honest State pride; in the structures which have been reared and the provision which has been made for the comfort and relief and instruction of those unfortunate classes of our fellow men, to which I have just alluded; in our Religious Institutions, our Seminaries of Learning, and our Common Schools; in our School Fund, that proud monument of the wisdom and foresight of those who have gone before us, now disbursing through the State, annually, the sum of \$125,000, and spreading the light of intelligence over thousands of youthful minds.

"I need not say that we shall be wanting in duty to ourselves, wanting in our duties to the State and its highest interests, if we neglect to guard and protect and cherish these favored institutions; or if we are either cold or indifferent to the early training of those who are to be the future men of the State, and upon whom are soon to devolve its government and its destinies.

"Your attention will be particularly called to the School Fund, and its influence upon the cause of education. You will enquire whether it has accomplished all which it ought to have accomplished; whether it has elevated the standard of instruction in our common schools as it should have been elevated; whether it has made these schools what they ought to have been made; and whether that supervision has been exercised over them which should have been exercised. If these inquiries should lead you to the conclusion that there are defects in the present system, which require to be remedied, you will, doubtless, apply the remedy.

"In our sister States of New York and Massachusetts, Normal Schools, or Seminaries for the express purpose of training teachers, have been established, and it is believed, with the most beneficial results. I fear we are far behind these States in our efforts to disseminate information on the subject, and to give an impulse to the cause of education in our common schools. Believing, as I do, that the prosperity of these schools is identified with the honor and prosperity of the State, I shall, most cordially, co-operate in any measures calculated to advance their interests. The Report of the Superintendent will be laid before you, showing the condition of the common schools. I regret that I did not receive this document in time to notice it as I could have wished."

Mr. Beers, in his "Second Annual Report of the Superintendent of Common Schools for 1847," a document of 119 pages, appended the views of the School Visitors from 200 school societies, on the condition of the schools, and on the plan of the Joint Standing Committee on Education of the Legislature of 1846, for their improvement. On these views and plan, the Superintendent submits the following (among other) remarks:

CONDITION OF THE SCHOOLS.

"These Statements, respecting the wide-spread apathy of the public generally, as to the welfare of the schools, the dilapidated and unhealthy condition of many school houses; the irregular and non-attendance of children at school; the multiplicity of text-books; the want of well-trained teachers and of parental interest and visitation, are made by men practically and officially connected with the schools, all of them as visitors and examiners, most of them as scholars, and many of them as teachers in former years. The concurrent testimony of so many witnesses,—every way competent, from every section of the State, and from towns embracing every variety of district as to size and population, with the fullest personal knowledge of the facts, and without the possibility of any concerted plan or any plausible motive to mislead, as to the existence of certain defects in the practical operation of our school system,—should arrest the attention of the Legislature, and lead to some well-considered and efficient remedies."

PLANS FOR IMPROVEMENT.

"Various plans and suggestions, for giving increased efficiency to our system of common schools, have been at different times urged upon the attention of the General Assembly; but none has been more considerably brought forward than that submitted by the Joint Standing Committee of Education at the last session. The features of that 'Plan' were drawn up after comparing the views of school visitors from different sections of the State, contained in the last annual report from this department. The plan was approved in the main by a concurrent vote of the Senate and House of Representatives, and continued to the next session, after making provision for bringing it to the attention of the people, in connection with the laws concerning common schools. The plan thus originated, approved, and made known, has received the special attention of the school visitors, whose views on the several features are herewith appended.

"The first features of the proposed plan contemplates a "Board of Education," to consist of the Governor, Lieut. Governor, Superintendent of Common Schools, and three other persons, one of whom to go out each year. To this board it is presumed that the general supervision of the common schools is to be committed. Without expressing any opinion as to the proper constitution or powers of this board, the Superintendent is convinced that some additional provision should be made for acquiring and disseminating information as to the actual condition of the schools from year to year, and for maturing well considered plans of improvement. Connecticut is now the only State in New England where the common school system originated and has been most fostered, in which there is no separate department or officer set apart for these purposes.

2. "The second feature of the plan of the committee contemplates the abandonment of our present school society organization, and giving the support and supervisions of the schools to the towns, where it mainly rested previous to 1795. The converting of ecclesiastical societies having territorial limits, sometimes co-extensive with the limits of the town whose name they bear, but more frequently embracing only portions of a town, and sometimes parts of two or more towns into school societies, had its origin probably in the convenience of the people.

and it is supposed by some, partly because the supervision of the schools was thought to belong to the parochial duties of the resident clergy. The more complete organization of school districts, by which the legal voters of a district have now almost the entire management of the school, is claimed to do away with the necessity of school societies, and that the only duty appertaining to school societies, except what relates to the appointment of school visitors, consists in taking care of the burying grounds, the connection between which and our common schools does not appear very obvious. It is also claimed that, by doing away with school societies, (except for the management of local funds,) a large number of officers would be dispensed with, and the duties of examining teachers, visiting schools, and recommending books, could be performed by a smaller committee having jurisdiction over a larger number of schools. It is also thought, by some, that the proposed restoration of the old town organization of Connecticut, and of New England generally, will break up that apathy which now hangs over the public, and which it is claimed has grown up in part from the separation of the school interest from the other great interests of the community. There is no concealing the fact, that in too many school societies the annual meeting, (which is the only meeting held in the course of the year,) is never attended by more than half a dozen members.

"3. The committee recommend that some encouragement be given to a *Periodical devoted to the cause of education*. There can be no doubt that a paper of this kind, judiciously conducted and sent to the officers of each school district and society, would be of great service to this department, and to the uniform and efficient administration of the school law. Through this channel all circulars calling for information, all opinions respecting the construction of any part of the law, all decisions involving a forfeiture of school money, and the annual reports of this department, could be published at a less expense than is now necessarily incurred. But, independent of the convenience and economy of this arrangement, the dissemination of useful information on the construction of school houses, on methods of classification, instruction, and discipline, on the best way of enlisting the co-operation of parents, on the progress of education in different districts and towns in this State, as well as in other States and countries, would be of incalculable service to committees, teachers, and the community generally.

"4. The most important improvement recommended by the Committee is the establishment of a *Normal School, or Seminary for the instruction of teachers*, or the training of the young men and young women of the State, who have the requisite qualifications of talent, tact, and character, to a practical knowledge of the best methods of school instruction and government. This subject has long been before the people of this State. The first distinct presentation of its claims, and one of the ablest ever made, was given by the Rev. T. H. Gallauder, of Hartford, in a series of articles in the *Connecticut Observer*, commenced in January, 1825, and afterwards published in a pamphlet. This pamphlet has been republished, entire, or in copious extracts, in most of the educational periodicals of the country, and has undoubtedly aided in preparing the public mind for the action which has already followed in several States, and which is likely to take place still more generally. From the communications received from school visitors on this point, both for this and the last year, it will be seen that the friends of school improvement, from every section of the State, are calling for some legislative action on this subject.

"Surely Connecticut, which was the first seriously to agitate the subject, ought not to be the last to avail herself of the wise suggestions of her own citizens, and the experience of two such States as New York and Massachusetts. If the Legislature would pledge the means to sustain the annual expense of one such school, on an economical scale, for a period long enough to give the institution a fair trial, it is believed that there are towns in which it should be located, or individuals, ready to provide the necessary buildings, furniture, and apparatus.

"5. The Committee also recommend that "some encouragement should be given to *Teachers' Institutes or Conventions*." We are not without experience of the benefits of these gatherings of teachers for mutual improvement. The first assemblage of the kind, for any thing like a systematic course of review and instruction in the studies pursued in common schools, was held in Hartford, in 1839; and one of the largest and most spirited conventions which has come to the knowledge of the Superintendent was that which met in the same city last fall. The conventions which have been held in Litchfield, Winsted, and Tolland during the past year, were numerously attended and called forth the most enthusiastic spirit of improvement.

"6. The Committee recommend that 'some encouragement be given by the State towards procuring libraries, maps, globes, and philosophical apparatus for our schools.' There can be no doubt that our schools and the community would be benefited by an expenditure which should bring libraries of good books within reach of the old and the young of every district; and that teachers could teach more thoroughly, if they were furnished with the means of illustrating to the eye, and of enabling the pupils to work out with their own hands, every principle or fact of science capable of being thus illustrated and worked out.

"7. "A small appropriation on the part of the State to each district or society, or even town, which would raise the same or a larger sum, both sums to be expended in a library, would in a few years furnish every neighborhood with a course of reading in every department of useful knowledge, and thus carry forward the work of education beyond the school room, into the family, the workshop, and field, wherever the thoughtful man or child was at work.

"7. *School Houses.* That some regulation more thorough than now exists in the School Law should be adopted to secure convenient, healthy, and attractive school houses in many districts, is clearly shown in the returns of the school visitors, and attested to by the personal recollections of almost every person who has received any portion of his education in a district school. Common decency,—a proper respect to the health, manners, and morals of the young especially,—calls loudly for better provision on the part of the district, and more attention on the part of teachers, to the out-buildings connected with the school houses. A law, making it conditional to the enjoyment of the public money by any district, that the school should be kept in a school house approved by the school visitors, would doubtless arrest the attention of many delinquent districts.

"8. The Committee close with the recommendation of further legislative action to 'prevent the multiplicity of books,—no school to have but one kind of spelling book, one of geography, one of grammar, and two of arithmetic.' The Superintendent is not satisfied that it is desirable or practicable to have a perfect uniformity of text-books through all the schools of the State. At the same time, there is no subject on which school visitors urge a reform more strenuously, or call more unitedly and strongly on the Legislature for the appointment of a State committee or board, to recommend or prescribe books for the use of the schools. If a Board of Education should be authorized to recommend a list of suitable books, naming two or three most approved in each study, and then it could be made the duty of a convention of delegates from the school visitors of each society in a county, to select and prescribe from this list the books to be used in the schools of that county, a desirable uniformity would soon be secured. Especially would this be the case, if school visitors were authorized, as are the school committee of every town in Massachusetts, to procure a suitable supply of text-books for all the schools, to deposit the same in some central place, and furnish them to schools at such prices as will merely reimburse the society the original cost of the books and charges for transportation, deposit, and commission for sales. Some arrangement might be made by the county convention to have a supply of the books prescribed for use in the schools, kept by one or more dealers, at some central point."

The Message of the Governor, and Report of the Superintendent, together with sundry petitions for the establishment and liberal endowment of a Normal School, were referred to the Joint Standing Committee on Education, consisting of Hon. E. Williams, of the Senate, and Messrs. Russell, of New Haven, Rowe, Lay, Carter, Lincoln, Calhoun, Shailer, and Nash. This Committee submitted a Report, in which they deprecate any hasty action on the part of the Legislature;—believing that "the great requisite for successful action on this subject was caution,"—and at the same time acknowledging that "every body knows that our schools are in a bad condition"—"and not only is little taught in our schools, but that little is so taught as to make the child wish to learn no more." The Committee express an opinion favorable to Normal Schools and Teachers' Conventions or Institutes.

"For the establishment of schools where teaching as an art shall be taught, the returns were more favorable than for some other of the proposed measures. From these replies you,

Committee have been led to suppose, that the time has come for the State to do something for the establishment of such seminaries. They do not believe that any such outlay can be made as they trust the people will by and by call for, and they believe that the same cautious course should still be followed. It is better even that the people should feel that this General Assembly has done too little, than that any considerable part of them should think we have done too much.

The relief from the former is always at hand, while any measure which should again awaken the economical prejudices of our people, would throw the whole matter back for years. Between these two extremes, with the necessity of present action on the one side, and of great caution on the other, they have endeavored to pursue the course dictated by sound policy; a course which gives immediately, before the commencement of the fall schools, all the benefits of normal instruction to the entire body of common school teachers, at a far less expense than would be required by the permanent establishment of fixed schools for teachers. In connection with this temporary plan, your Committee recommend measures to be taken for the establishing of normal schools of a permanent character."

The recommendations of the Committee were approved by the Legislature in the following form:—

"*Resolved*, That the Superintendent of Common Schools be, and hereby is, directed to employ four or more suitable persons to hold, at two or more convenient places in each county, between the 15th day of September and the 31st day of October, 1847, two or more schools of teachers, for the purpose of instruction in the best modes of governing and teaching our common schools; and that the compensation of the persons so employed shall not exceed three dollars per day, in full for services and expenses, for the time occupied in teaching and traveling to and from the several places where the schools may be held, which compensation shall be paid from the civil list funds of the State; and the account of said teachers for services shall be taxed and audited by the Superintendent of Common Schools, and presented to the Comptroller, who shall draw an order for the same on the Treasurer of the State.

"*Resolved*, That a Committee of one from a county be appointed by his Excellency the Governor to make due examination, and report to the next Legislature a definite plan for the support, location, and internal arrangement of one or more schools for teachers; *provided*, the expenses shall not exceed the sum of two hundred dollars.

"*Resolved*, That those, and those only, shall be entitled to instruction in said schools for teachers, who shall declare their intention to teach in some public school of the State the ensuing year."

(1848.)

Governor Bissell again refers to the subject in his Annual Message in 1847:

"At the last session of the General Assembly, a resolution was passed empowering the Executive to appoint a committee of one from each county to make due examination, and to report to this Legislature a definite plan for the support, location, and internal arrangement of one or more Normal Schools, for the training and instruction of teachers. A committee was appointed in conformity to the resolution, and the result of their investigations will be submitted to your consideration.

"Under the same resolution the Superintendent of Common Schools was directed to employ four or more suitable persons to hold, at convenient places in each county, two or more schools of teachers, for the purpose of instruction in the best modes of teaching and governing our common schools.

"In pursuance of the resolution, these conventions or schools have been held in all the counties of the State; and I am happy in being able to inform you that they have been attended by the most gratifying results; such as to raise well-grounded expectations of valuable and lasting improvement in the system of common school education.

"The report of the Superintendent will be laid before you, from which it will appear that more than one thousand four hundred persons attended these conventions; most of whom have since been engaged as teachers in the common schools of the State. I concur with him, in urging the claims of these institutions on the continued support and patronage of the Legislature. I also entirely concur in the suggestions he has made, in reference to our common schools.

"Permit me to say that, whether this subject is to be regarded by you as legislators or as patriots, it is one every way worthy of your highest attention. The cause of popular education is indeed fundamental to every interest of the country; and the sentiment that, 'in pro-

portion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened,' is now no less true than when it fell from the lips of the father of his country.

"This cause early commended itself to the fathers of New England, and was by them deeply cherished. They introduced the system of free schools, and 'opened the fountains of knowledge to all.' And in every village, and every hamlet, the school house was erected simultaneously with the dwelling and the house of worship. The *benefits* of this system we are now enjoying, and the evidences of its *wisdom* are every where around us. They are to be found in the general intelligence, and correct moral principles of our population. In a cheerful obedience to the laws; in that spirit of enterprise which has almost brought together the extremities of this mighty empire, and which transmits intelligence with the speed of light. And there is not a spot in the Union, where the sons of New England have fixed their abode, where they have not carried along with them, and impressed upon society the influence of these early institutions.

"It is for us to determine whether they shall be sustained and improved, and made to answer the purposes of their original creation. It is a solemn trust committed to our care; and its obligations can in no way be discharged, but by elevating the standard of popular education, and giving character and efficiency to our common schools. And why should not this be done? Representing, as we do, an enlightened constituency, capable of appreciating the importance of the measure; in the enjoyment of a fund annually disbursing over the State more than \$125,000 for the purposes of popular education, will it not be reproachful to us, if our primary schools, the only sources of instruction to the great body of the people, shall be suffered to languish and decline, or even to remain stationary? Other things may be neglected, and the mischiefs of such neglect be only slight and temporary, or they may be speedily repaired. Such is not the case here. The consequences of neglect are deep and abiding, and extend their unhappy influence to succeeding generations. There is no reason why an education may not be acquired in our common schools which shall qualify a young man to enter upon any of the walks of life, and to discharge its appropriate duties, whether professional or otherwise, with reputation to himself and benefit to the community.

"I submit this matter to the consideration of the General Assembly, with the assurance that I will most cheerfully co-operate with you in any measures promotive of the object in view, which you, in your wisdom, may deem expedient."

The "*Third Annual Report of the Superintendent of Common Schools, for May Session, 1848*, in addition to the suggestion of that officer, contains Reports of the persons appointed to conduct the Teachers' Conventions, and Extracts from the Reports of the Acting School Visitors on the condition of the Common Schools, classified under the following heads: 1. General condition of the Common Schools. 2. School Houses. 3. Attendance. 4. Society Common School. 5. Books. 6. Teachers. 7. Apathy, or Parental and Public Neglect. The whole makes a pamphlet of 153 pages. The following extracts embrace the principal views and suggestions of the Superintendent.

TEACHERS' CONVENTIONS OR INSTITUTES.

"These Conventions or Schools for Teachers constitute the most important events in the history of our common schools for the last ten years. More than three fourths of all the persons employed to teach the public schools last winter, it is supposed, were assembled together for four or five days,—during which time instruction was given by skilful and experienced teachers in the theory and practice of school-keeping, and the most approved methods of teaching in the various branches usually pursued in district schools. The regular exercises during the day were interspersed with discussions, in which the members of the Convention took part; and the evenings were devoted to lectures and discussions upon subjects connected with schools and education—in which parents and others were deeply interested, and in which prominent citizens took part. The good accomplished thus incidentally in the several places where the Conventions were held, by awakening parental and public interest, and disseminating

sound views on important topics of school government and instruction, and on the duties of parents to teachers and to the schools where their children attend, was worth all that the Conventions cost the State. But the direct and anticipated results of the Conventions,—the bringing teachers from different towns in the same county into an acquaintance with each other, and to a knowledge of each other's experience and methods,—the presentation and exemplification by experienced and successful teachers of the means and methods by which they have attained success,—the breaking up in the minds of young and inexperienced teachers of radically wrong notions before they had been carried out into extensive practice, and thus distorted and dwarfed the mind of hundreds of the youth of the State,—the impulse and spirit of self and professional improvement, the desire to read, converse, and observe on the subject of school education and teaching, and to elevate the profession to which they belong,—these results, which were predicted, have been realized as fully as the best friends of the measure promised.

"In view of the acknowledged success of these institutes or temporary Schools for Teachers, in this and other States, the Superintendent would respectfully urge upon the Legislature the wisdom of making provision for their continued support and systematic management. He is satisfied that in no other way can so much be done for the immediate improvement of the common schools, and in a manner so acceptable to the people. However wise and useful, ultimately, may be the engrafting of a regularly constituted Normal School upon our school system, in the opinion of the undersigned, the holding of these Institutes in the several counties, in the spring and autumn, and in different towns, until every town shall thus have had the benefit of prolonged education meetings, will accomplish a much larger amount of good in a shorter period of time."

SCHOOL HOUSES.

"The Reports of School Visitors, from every part of the State, speak in strong terms of condemnation of the deplorable condition of many district school houses.

"The Superintendent respectfully commends to the consideration of the Legislature the importance of providing for the dissemination, among school officers and districts, of a document setting forth the evils of school houses as they now are in too many instances, and containing a variety of plans for village and agricultural districts, and especially for those which are small and poor."

SCHOOL ATTENDANCE.

"There is a large waste of public money, and a still larger waste of school privileges in the State, in consequence of the non-attendance at school, of many children of a proper school age, and of the irregular attendance of many pupils who are registered as belonging to the public schools.

"The opinion is now very general with officers intrusted with the administration of the school system of other States, that the apportionment of school money among the several districts should be based on the actual attendance at school of children belonging to the district, for a certain number of months in the year. This rule would, undoubtedly, call the attention of parents and districts to the pecuniary loss they would sustain from the irregular attendance of their children."

TOWN OR SOCIETY HIGH SCHOOL.

"The power to establish such a school has always existed in the School Law, and in the early stages of our history it was made imperative on a certain class of towns to maintain a school of a grade similar to what is now known by the name of a High School. There can be no doubt that a school of this grade would release the district school of the great number of classes which now distract the attention and fritter away the time of the teacher,—would enable the teacher of the district school to teach the elementary studies more thoroughly,—would bring the means of a thorough practical education within the reach of many promising, but poor children, who would not otherwise enjoy them,—and would exert a powerful stimulus on both the pupils and teachers of all the district schools of the same society."

BOOKS.

"The Superintendent would respectfully make the following suggestions for the consideration of the Legislature:

"1. Let this or some other department, acting with the advice and recommendation of the School Visitors (to be ascertained by answer to a printed circular addressed to every society

in the State) or a Board or Committee appointed by the Legislature, recommend a list of books for the use of the common schools of different grades, naming two or three of those most approved in each study, and printing them in a list, in the order in which they are approved.

"2. Let the School Visitors of every school society be authorized to select from this list the books which shall be used in the schools under their supervision, and when the books are thus selected, let the law forbid any change in such society by the School Visitors for a specified number of (three or five) years. To produce uniformity in the schools of adjacent societies, the School Visitors of any county might be authorized to meet in convention, by delegates from each society, to agree on a list of books for the county.

"3. The School Visitors of every society might be authorized to procure a suitable supply of the text-books prescribed, and furnish them to the schools at such prices as will merely reimburse the society the original cost of the books and charges for transportation, deposit and commission for sales.

"There can be no doubt of the willingness of the publishers of such books as are prescribed or recommended, to make arrangements to have a supply at some convenient place in each town, or county at least, provided they can be assured that their books will be used for a term of years."

PUBLIC APATHY.

"Whatever may be the cause, there can be no doubt as to the fact, of a deep and wide-spread apathy on the part of parents and the public generally, as to the condition and improvement of the district school. On the part of the educated and wealthy, the apathy is manifested by sending their children to expensive private schools of no higher grade than the district school could reach, by proper efforts on the part of the district. On the part of another, and much larger class, apathy is manifested by staying from school meetings when school officers are to be appointed,—by an unwillingness to assume the labors and responsibilities of these offices,—by an indisposition to be taxed to put the school houses in suitable repair, and furnish the same with necessary furniture and apparatus. And on the part of parents generally, there is a most culpable neglect to visit the school and encourage and sustain the teacher in his most arduous and exhausting labors. If a farmer was thus to neglect his young cattle, he would be stigmatized as hard hearted and improvident. But the prudent farmer who looks after his flocks and his herds through the pleasant and the inclement season, will fail to go into the school house, winter after winter, where his children may be suffering discomfort from impure air, from high and backless seats, from a rush of cold air on their necks or feet, from the light falling directly on their books, or, it may be, from the bad instruction and worse temper and example of an incompetent teacher.

"The Superintendent does not mean to infer from these and other manifestations of parental indifference and neglect, that the parents and guardians of children in Connecticut care less for schools and the suitable education of children than in former years, or in other States; but simply from a variety of causes they seem to have got the impression, that a school system placed on the Statute Book, a School Fund established, and school officers annually appointed to administer the one and expend the other, will make good schools and educate their children. A more fatal mistake cannot be made. The education of children is the first duty of parents, and no system, however wisely organized or thoroughly administered,—no school fund, however large or economically expended, can supply the place of parental interest and sympathy. Parents must look after the system, the funds, the officers, the teachers, and the children. They must visit the schools, and let their interest in the children and the teachers be manifested in the school meeting, the school room, and at their own table and fire-sides. Until this is done we shall never see the children of the State properly educated, and the school system properly administered."

STATE SUPERINTENDENT.

"The experience of three years has convinced the undersigned that the duties of this office—inferior to no other in the State, in the importance and amount of labor devolved upon it—cannot be satisfactorily performed by an officer who is charged with the business of the School Fund. The regular duties of the Commissioner of the Fund, if properly performed, will occupy the whole time of the most industrious man. The Superintendent cannot, therefore, conclude this report without expressing his carefully formed opinion, that the best interest of the common schools of the State will be greatly promoted by the appointment of a suitable person to the office of Superintendent, who can devote more time to its duties; or by the transfer of these duties to some other department or officer of the government."

The Committee appointed in accordance with a resolution of the Legislature of 1847, reported a plan for the support, location, and internal arrangement of a Normal School, which was embodied in a bill by the Joint Standing Committee on Education, that passed the House of Representatives by a large majority, and was lost in the Senate by one vote. The Committee, in their report, remark: "That, in the course of their examination, whatever doubts any of them had previously entertained, with regard to the utility of such schools, and the expediency of establishing them, these doubts have been entirely removed; such schools are no longer to be regarded as a doubtful experiment."

The action of the Legislature was confined to authorizing the Superintendent to employ, annually, suitable persons to hold at least two conventions or institutes in each County, and to procure and transmit to the clerk of each society a publication on school architecture.

The attention of the Legislature was called to the establishment of Professorships of Agriculture and the Arts, by a memorial of the President and Fellows of Yale College. The Committee on Education reported favorably on the subject; but the resolution was indefinitely postponed by a vote, by yeas and nays, of 165 to 30.

During the discussion of the report of the Committee, unfavorable to the immediate action of the Legislature in the establishment of a Normal School, an assurance was made, on the floor of the House, by one of the Representatives of Hartford, that the sum of \$10,000 would be placed at the disposal of the State, for the establishment of a Normal School, on condition that the same amount should be appropriated by the State. Towards this sum, James M. Bunce subscribed \$6,000.

During the year, Mr. Richardson continued to publish the Connecticut School Manual, and to lecture on the subject of school improvement in different parts of the State, and, with the assistance of other gentlemen, conducted teachers conventions, or schools for teachers.

(1849.)

Governor Trumbull, in his Message to the Legislature, devotes the following remarks to the subject of education:

"It is hardly necessary for me to say, that too much attention cannot be bestowed upon the education of our youth. Our fathers have always considered the cause of religion and education as inseparable. With them, the prosperity of our schools, academies, and colleges, has invariably been an object of anxious solicitude:—and in our Halls of Legislation, the education of the young has, at all times, been deemed a paramount duty.

"While we are in the full enjoyment of their labors, let us be careful to emulate their laudable example, so as not only to perpetuate, but materially to improve these most valuable institutions of learning—institutions upon which not only our individual respectability and happiness, but our reputation as a State, essentially depend.

"Gentlemen,—I have only to assure you of my cordial co-operation, in any measures tending to advance the cause of science, of virtue, and of enlightened civilization."

The "*Fourth Annual Report of the Superintendent of Common Schools for 1849*," with the accompanying documents, makes a pamphlet

of 144 pages. After noticing some indications of improvement during the past year, the Superintendent adds :

"But there is room, even in districts and societies from which the most favorable returns are received, for still greater improvement. From school visitors, from teachers, from the gentlemen appointed to conduct the Teachers' Institutes, and from strangers who visit our schools, after visiting the schools of other States, the testimony is uniform and decided, as to the existence of many and serious defects in the practical working of our school system, and especially of a deep and wide-spread apathy on the part of the community generally, as to the condition and improvement of the district schools. The Superintendent can suggest but two modes in which this apathy can be effectually broken up, and a new order of things introduced into all our school arrangements.

"1. The office of Superintendent, whose duties the undersigned has endeavored to discharge as faithfully as his other and primary duties to the school fund will allow, can be transferred to some other officer or person of suitable qualifications, who can devote a considerable portion, or the whole of his time, to the supervision of this great interest,—to visiting the schools, delivering lectures in different parts of the State, conferring with school visitors, as to plans of local improvement, organizing and animating by his presence and addresses, the Teachers' Institutes,—making himself acquainted with all that is doing in other States, in the great field of popular education, and communicating from year to year to the Legislature and the people, the results of his experience, observation, and reflection, as to the condition of the schools, and best plans for their improvement.

"2. One Normal School, or Teachers' Seminary, organized and conducted in reference to the peculiar circumstances of our own State, in connection with the temporary schools for teachers, which are already provided for, can be established. This will introduce an element of progress into every district, in which the teachers who may enjoy the advantages of this special training for their duties, may be employed, and thus address to the people the best of all arguments in favor of school improvement. In place of any new argument in favor of this measure, the Superintendent will content himself by referring to the manner in which it has been urged, from time to time, upon the attention of the people and Legislature of this State."

After quoting from various official and legislative reports and recommendations, the Superintendent remarks :

"Such is a brief history of the manner in which the special training of teachers for their work, has been brought before the Legislature and the people of the State. To this it may be added, that many essays on the subject have been published in the public prints and in pamphlet form, and that, in the course of the last six years, it has been distinctly presented in the written reports of the school visitors of more than half of the school societies of the State. It would be an insult to the common intelligence of the people of the State, to suppose that the subject was not understood. And, as no considerable opposition has been manifested, it may fairly be presumed, that they are prepared for some action on the subject."

The recommendations of the Superintendent were favorably acted on by the Legislature, by appropriating the sum of ten thousand dollars, paid by the State Bank of Hartford, and of one thousand dollars, paid by the Deep River Bank, as a bonus for their respective charters, for the support of "one Normal School, or Seminary for the Training of Teachers, in the art of instructing and governing the Common Schools of the State," for a period of four years, under the charge of a Board of Trustees ; and by making the Principal of the Normal School, *ex officio* Superintendent of Common Schools.

(1850.)

Governor Seymour refers to the School Fund and the Common Schools in the following language :

"The creation of the School Fund is one of the most gratifying facts in our political history. The leading idea of the system is too striking to be overlooked. No society can have a firm basis, and no State that union of freedom with knowledge, which constitutes the best security against the extremes of anarchy and oppression, without the powerful support of a general system of education. With the growth of this fund, a system of common school education has sprung up and spread itself over the State. For a long time, however, it may be said that the system languished, on account of a too great reliance on the fund, which had the effect to relax individual exertions. The present condition of our common schools, at once the boast and the blessing of this State, will be laid before you, in the Report of the Superintendent—a gentleman who has devoted his time and talents to this great subject for many years. Though laboring often under the most discouraging circumstances, he has steadily pursued the lofty purpose which he has had in view, with an industry and perseverance, which nothing short of a well-founded faith in the justice of the cause could have inspired. From his Report it will be seen that while schools, in connection with other institutions of learning, are making education the common property of every child in our midst, there is still left room in our system of public instruction, to carry out and enlarge what our fathers so admirably began."

The "*Fifth Annual Report of the Superintendent of Common Schools to the General Assembly for 1850*"—the first report of the present incumbent—with the accompanying documents, makes a pamphlet of 160 pages, a copy of which is herewith forwarded to subscribers of the Journal, as part of this Documentary History of our School System.

The following Resolutions were passed without opposition in either House, on the recommendation of the Joint Standing Committee on Education :

"Resolved, That the Superintendent of Common Schools is hereby authorized and directed to prepare and publish a series of reports or documents on the topics specified on pages 76, 77, 78, and 79 of his Annual Report to the General Assembly for 1850, in such order and to such extent and in such manner as the Trustees of the State Normal School shall approve; and the Comptroller is hereby authorized to draw an order on the Treasurer, payable out of the civil list funds, for such publication. *Provided*, that at least three thousand copies of each document published shall be circulated among the teachers and school officers of the State: and *provided further*, that a sum equal to that for which any order shall be drawn by the Comptroller shall have been placed at the disposal of the Superintendent and applied by him to the same object: and *provided also*, that the aggregate amount of all orders so drawn during the year shall not exceed one thousand dollars.

"Resolved, That the Superintendent of Common Schools, in addition to the schools or conventions of teachers now provided for by law, be, and hereby is authorized and directed to hold or cause to be held, at least one meeting of teachers, school officers, and parents in each school society, for an address and discussion on topics connected with the organization, administration, instruction, and discipline of our common schools; and the Comptroller is hereby authorized to draw an order or orders on the Treasurer, payable out of the civil list funds of the State, for such disbursements as the Superintendent may make in holding and procuring persons to assist in holding the above meetings; *provided*, that the amount of such order or orders shall not exceed three dollars for each school society in which such meetings shall be held."

The Trustees of the State Normal School submitted their First Annual Report, in which the location and opening of the school at New Britain, and the prospects of the institution, are set forth.

During the year, besides holding Teachers' Institutes in each county, the Superintendent made provision for a public lecture in more than one hundred school societies, and published two of the proposed series of educational pamphlets provided for in the above Resolutions. A copy of one

of these documents, entitled "*Practical Illustrations of the Principles of School Architecture*," occupying 176 pages, will be forwarded to subscribers of the Journal.

(1851.)

Governor Seymour in his Annual Message to the Legislature in 1851 remarks :

"I am happy to congratulate you on the fact of the increased interest which is felt throughout the State on the subject of common schools. Much good has been accomplished by means of the Teachers' Conventions. That entire dependence on the fund, which at one time left nothing to be done by the community, has given place to greater self-reliance, on the part of individuals and the public. This change in public sentiment has had the happiest influence upon the cause of education, an account of which, and of our schools, will be furnished by the Superintendent.

"The law in relation to the employment of children under fourteen in factories, limiting the hours of labor to ten, should be so amended as to reduce the number of hours to eight, instead of ten, making it, as at present, a misdemeanor to violate the provisions for their benefit."

The "*Sixth Annual Report of the Superintendent of Common Schools to the General Assembly, May Session, 1851*"—with the accompanying documents—makes a pamphlet of 162 pages; which will be forwarded with this number to subscribers of the Journal.

The Trustees of the State Normal School presented their "*Second Annual Report*," which has already been forwarded to the subscribers of the Journal. To that Report is appended the Circular of the Trustees, setting forth the terms of admission, course of study, and plans of the Normal School Building, which the citizens of New Britain have erected, at an expense of \$23,000, and given the occupancy to the State for the purpose of a Normal School.

At the opening of the Normal School in the new building, there were addresses by the Superintendent, and by Rev. Dr. Bushnell, and other appropriate exercises, at which the Governor and other State officers, and the two Houses of the General Assembly, were present.

The Joint Standing Committee on Education, to whom the Message of the Governor, and the Reports of the Superintendent of Common Schools, and Trustees of the Normal School, were referred, submitted a Report, expressing the conviction of the Committee, that the efficiency of our school system would be greatly increased by the passage of an act embracing certain particulars, which were afterwards embodied in a bill for a public act. This bill, after some discussion in the House, was ordered to be printed with the public acts of the session, and its further consideration postponed to the next General Assembly. The attention of school visitors and other school officers is respectfully requested to the provision of this Bill, which is herewith transmitted to subscribers of the Journal.

CIRCULAR.

TO SCHOOL VISITORS AND OTHER SCHOOL OFFICERS AND FRIENDS OF
EDUCATION :

Your attention is respectfully invited to a careful consideration of the provisions of the accompanying "Bill for a Public Act in addition to, and in alteration of an Act *concerning Education*." The Bill was reported by the Joint Standing Committee on Education at the last session of the General Assembly, and after some discussion in the House, its further consideration was continued to the next General Assembly, with a vote directing the Bill to be printed and circulated with the Laws of the session.

The Superintendent approves highly of the provisions of this Bill, and believes that if they can become part of the law, and be faithfully administered, they will give great efficiency to our school system, and in five years will place our schools, at least twenty years in advance of where they will be at the end of that period, under existing laws. While he thus approves of the Bill, the undersigned is of opinion that our school laws require revision and consolidation, and that whenever revised, the statute on the subject should be accompanied by Forms and Instructions to aid and guide school officers in its administration.

To place his own views properly before school officers and the Legislature, the Superintendent will commence in connection with the January [1852] Number of the Connecticut Common School Journal, the publication of a document, or documents, which when complete will embrace—*I.* A history of the Legislation of Connecticut respecting Common or Public Schools. *II.* Existing provisions in the Constitution and Statutes of the State on the subject, with Notes and Remarks pointing out the construction which has been given by this department on particular points, in reply to inquiries by school officers. *III.* Draft of a Bill for an "Act concerning Education," in which all existing statutes on the subject, will be consolidated, with such additional provisions as the Superintendent shall deem necessary to give the highest practical efficiency to our school system. This draft will be accompanied by Remarks, pointing out the alterations proposed, and the reasons for the same. *IV.* Forms and Instructions to secure uniformity and efficiency in the administration of the school system. *V.* Condition of Common Schools, Academies, and Colleges in Connecticut in 1851-52. *VI.* Outline of Systems of Public Instruction in different States and Countries.

To give publicity to these facts and views, and to aid in the formation of a more intelligent public opinion on the whole subject of educational improvement in Connecticut, the undersigned has assumed the responsibility of publishing a Periodical, devoted exclusively to education. Your co-operation both in furnishing communications for its columns, and in promoting its circulation in your several societies and districts is respectfully and earnestly solicited.

HENRY BARNARD.

Superintendent of Common Schools.

HARTFORD, December 1, 1851.

BILL

FOR AN ACT IN ADDITION TO AND IN ALTERATION OF AN "ACT CONCERNING EDUCATION."

*Be it enacted by the Senate and House of Representatives in General
Assembly convened:*

SEC. 1. That every school society at the next, and all subsequent annual meetings for the choice of officers for the same, shall elect, in place of the school committee, and the board of school visitors now provided for by law, a school committee to consist of not less than three, or more than nine persons, who shall have all the powers, and perform all the duties now pertaining to school committees, and school visitors.

SEC. 2. Any school society having the same territorial limits as an incorporated town, may elect its school officers, vote a school tax, and transact any other business relating to common schools, at the annual meeting of said town, held for the election of town officers, whether the same be warned as a school society meeting or not. And the town clerk shall be, *ex officio*, clerk of such society.

SEC. 3. Any two or more societies embraced within the limits of an incorporated town, may, by a concurrent vote of such societies in meetings duly warned for this purpose, unite and form one society: *provided*, that the doings of the meetings thus held, are approved by the superintendent of common schools and one of the judges of the supreme court, and a description of the boundaries of the society thus formed shall be filed in the office of the secretary of state; *and provided further*, that the proceedings, thus had, shall not impair the security of any funds now belonging to any school society, or divert the income of the same from their original destination; and so far as such proceedings do impair the security of any funds or divert the income of the same, they shall be void and of no effect.

SEC. 4. Any school society, situated in two or more towns, may, on observing the conditions and subject to the restrictions contained in the provisos of Section 3 of this Act, by setting off portions of its territory, to the society or societies adjoining, with the consent of such society or societies, so alter its boundaries as to be included within the limits of one town.

SEC. 5. Each school society shall raise for the support of common schools, on or before the first of March in each year, by tax, a sum equal to one-third of the amount drawn by such society from the state treasury for the same purpose; and if any society shall refuse to raise and appropriate the sum hereby required, on or before the first of March in any year, its proportion of the state money shall be forfeited, and the treasurer, on being officially informed thereof by the comptroller, shall pass the same to the income of the fund, to be divided in the next apportionment among the school societies of the State.

SEC. 6. All money appropriated by the State for the support of common schools shall hereafter be apportioned among the several districts

according to the average attendance of children at school, as ascertained for each school from the certified register, *provided*, that each district in a society, shall, on keeping a school eight months in the year, by a teacher legally qualified, and in a school-house approved by the school committee of the society, be entitled to receive the sum of at least fifty dollars from the treasurer of the society.

SEC. 7. It shall be the duty of the treasurer of each school society, to notify each district of the amount apportioned to each district for the payment of teachers' wages, and shall pay out the same only to the order or orders of the district committee, countersigned by the chairman of the school committee of the society, in favor of a teacher or teachers qualified according to law; which order shall set forth the name of the teacher, the date of the certificate, the length of time for which the compensation is paid, the date when the school was visited by the committee, and that such teacher has kept and deposited the school register as required by law.

SEC. 8. Each school society shall, as early and as far as practicable, consolidate any two or more districts, whether created by special act of the General Assembly, or otherwise, into which cities, incorporated boroughs or villages may be divided, for the purpose of maintaining a graded system of common schools: *provided*, that any district which feels itself aggrieved by the action of any school society, in the exercise of the powers above granted, may appeal to the superintendent of common schools, and his decision, after full hearing of the parties interested, shall be final, unless reversed by the General Assembly.

SEC. 9. When any two or more districts shall be consolidated into one, the district thus formed, shall be authorized to take possession of the school-houses, and other property of the several districts, in the following manner: an appraisement shall be made, by direction of the school committee of the society, of the value of the school-houses and other property belonging to each district, and a tax shall then be levied sufficient to meet such appraisement and provide such additional houses as may be required, and to each district shall be remitted a proportion of the tax equal to the value of its house and other property; and if either district is in debt, the amount of such indebtedness shall be added to the tax to be paid by such district; unless the districts interested shall agree on some other mode of adjustment and equalization.

SEC. 10. Whenever the inhabitants living within the limits of any incorporated city or borough, shall constitute one school district, such district is hereby authorized, at a meeting to be called for this purpose by the school committee of the society to which such district belongs, to elect a board of trustees to consist of not less than three, or more than nine persons, who shall hold office until the next annual meeting of school districts, which committee shall have power to establish schools of different grades, employ teachers, and make all needful regulations for the management of the schools; or, instead of electing such committee, said district may delegate the power and duty of appointing the same to the municipal authorities of such city or borough, which power, when thus delegated, shall not be resumed by the district, except on application to the General Assembly.

SEC. 11. Every school district shall provide suitable school-rooms and furniture, appendages and fuel for the same, and shall board the teacher, out of other funds than such as shall be derived from the State, school society or town.

SEC. 12. Any two or more adjoining school districts in the same or adjoining societies, may by a concurrent vote, agree to establish a common school of a higher order than the common school in each district.

for the older and more advanced children of such districts. Such associating districts, so far as such school is concerned, shall be a school district, and the time and place for the meeting for organization, shall be fixed by the committee of the society or societies in which said district is situated. Any one or more of the associating districts may delegate to the committee of the joint district the care and management of its own primary school. The school committee of the society or societies, in which such union school shall be established, shall draw an order in favor of the teacher of such school, to be paid out of the public money appropriated to each district interested in said school, according to the number of scholars from each.

SEC. 13. Any school district may fix, or authorize its district committee to fix, a rate of tuition to be paid by the persons attending school, or by their parents, guardians or employers, toward the expense of fuel, books, and other expenses, (including estimated deficiencies of payments) over and above the money received from the town, society, or state appropriations; and the district or district committee shall exempt therefrom all persons whom they consider unable to pay the same. *Provided*, that the district committee may prescribe and collect a rate in their discretion sufficient to keep the school for the eight months required by law, without any vote of the district; and *provided also*, that the rate of tuition shall not exceed one dollar per scholar for any term of twelve weeks, except in societies or districts where different grades of common schools are established, when the rate for the higher grades shall not exceed two dollars per scholar for the same time. All such rate bills may be required to be paid in advance, or may be delivered to the town or district collector, and may be by them collected in the same manner as town taxes are collected. School societies are hereby clothed with the same power in respect to rate bills in schools established by them, as school districts have in reference to district schools.

SEC. 14. Any school district which will raise by tax on its grand list, or by subscription, a sum equal to twenty-five cents for each person between the ages of four and sixteen in such district, shall be entitled to receive an equal amount from the town or towns, in which such district is located, payable out of that half of the income of the "town deposit fund," not now by law appropriated to the promotion of education in common schools; which sum shall be expended in the purchase of a school library for the use of the inhabitants of the district, or of apparatus for the use of the school.

SEC. 15. No person over four years of age, shall be excluded from any common school in the district to which such person belongs, if the town or society is divided into districts, or if not so divided, from the nearest common school, except by force of some general regulation applicable to all persons under the same circumstances, and in no case on account of the inability of himself, his parents, guardian or employer, to pay any rate bill, tax or assessment whatever.

SEC. 16. Any city in this State is hereby authorized to pass all necessary ordinances, and by-laws, with suitable fines and penalties annexed, and to make all necessary provision and arrangement concerning children between the ages of five and fifteen, who are growing up in truancy and without the benefit of the education provided for them by law, and without any regular and lawful occupation; and such city as shall avail itself of the authority of this Act, shall appoint annually by the city, or by the municipal authority of said city, three or more persons, who alone shall be authorized to make the complaints, in every case of violation of said ordinances and by-laws, to the justice of the peace, or other judicial officer, who by said ordinances or by-laws, shall

have jurisdiction in the matter; which persons thus appointed shall have authority to carry into execution the judgments of said justice of the peace, or other judicial officer. And such justice of the peace or other judicial officer, shall in all cases, at their discretion, in place of the fine aforesaid, be authorized to order children, proved before them to be growing up in habitual truancy, and without any useful and regular employment, to be placed, for such periods of time as they may judge expedient, in such institution of instruction, industry, or reformation or other suitable situation, as may be assigned or provided for the purpose, under the authority herein conveyed.

SEC. 17. The superintendent of common schools, in addition to the teachers' institutes or conventions now provided for by law, is hereby authorized to appoint one or more persons to visit school societies and districts in different sections of the State, for the purpose of inspecting schools, lecturing on the subject of education, giving and receiving information and suggestions on all matters relating to the condition and improvement of the common schools; and the comptroller is hereby authorized to draw an order on the treasurer, to meet the expenses of persons thus employed, at the rate of three dollars for each society visited; and the persons thus employed are hereby authorized under the advice and instruction of the superintendent, to examine candidates for the office of teacher, and to those with whose examination and success in the practical duties of the school-room, as observed by them in their visits to the schools, they are satisfied, to grant a certificate of qualification which shall be good in any common school in the county in which issued, for two years, unless annulled by the superintendent of common schools; and for each certificate thus granted, the person granting the same shall receive fifty cents from the holder thereof.

SEC. 18. No teacher shall be deemed a qualified teacher, within the meaning of the school law, or entitled to receive any portion of his wages out of the public money appropriated by the State, town or school society, who shall not at the time of his opening the school hold a certificate setting forth his qualifications, and properly signed, and who shall not have discharged the following duties:

Firstly, maintained proper order and discipline, and taught diligently and faithfully all the branches required to be taught in the school, according to the terms of his engagement with the committee, and according to the provisions of the school law, and the regulations of the school society or school committee made in pursuance thereof.

Secondly, kept the register of the school in matter and form as required by law, in the book to be prepared by the superintendent of common schools, and provided by the district for this purpose, and deposited the same at the close of the term with the clerk of the district, and an abstract thereof with the committee of the society.

Thirdly, notified the school committee, within one week after the opening of the school, and two weeks of the close of the term, that the school may be legally visited and examined.

Fourthly, furnished any school officer, when desired, any information which he may have in his power to give respecting anything connected with the operations of his school, or in any wise affecting its interests or character.

SEC. 19. The superintendent of common schools shall appoint, on application signed by the school committees of at least one-half of the school societies in any county, a county convention of delegates from the committees of the several societies, and such convention, with the advice of the State superintendent, or of a State committee of three persons designated by him, may select a list of text-books, to consist of

not less than two, or more than three in each study pursued in any common school in the State, to be used in all the common schools of the county. From the list thus selected, the school committee of each society in such county, shall prescribe a list of books to be used in all the common schools of the society, which list shall not be changed within three years next following the date of the action of the school committee: *provided*, that the publishers of the books will, on application of the school committee of any society, agree to furnish a first supply for the schools of the society, on terms which shall be satisfactory to said committee, and will also agree to keep at one or more places within the county a supply of the same, to be had by the school committees, or their order, at the lowest wholesale price at which such books are furnished.

Sec. 20. School committees are hereby authorized to purchase at the expense of the society, out of the income of the town deposit fund accruing to each society, a supply of books prescribed by them for use in the common schools of the society, and to furnish the same to parents or district committees at cost, including freight and other expenses; and they are further authorized, at their discretion, to furnish any scholar of any common school in the society with the books required by such scholar in his or her studies, on the written representation of the teacher of the school that the parents or guardians of such scholar, will not, on being notified that said books are wanted, furnish the same; and the cost of the books thus supplied shall be added to the next rate or tax bill of such parent or guardian.

Sec. 21. "An Act in addition to an Act concerning Education," approved June 22d, 1850, is hereby repealed.

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THE publication of the *Connecticut Common School Journal* was commenced in August, 1838, under the general direction of the Board of Commissioners of Common Schools, and the editorship and pecuniary responsibility of the Secretary of that Board. It was discontinued in September, 1842, at the close of the fourth volume.

In September last the undersigned assumed the responsibility of commencing a new series of this Journal, as the most convenient mode of communicating with school officers, teachers and friends of educational improvement in different sections of the state, and as an important auxiliary in the discharge of his official duties. He pledged himself to conduct the Journal, should his health be spared, through this and the year following, to the close of Volume VI., on assurances and terms set forth in Number One of Volume V., and which are renewed below with certain modifications, that may subject the Editor to much additional labor and expense, but will not increase the price of the Journal to subscribers.

The Journal will be the repository of all documents of a permanent value, relating to the history, condition and improvement of public schools, and other means of popular education in the state. It will contain the laws of the state, relating to schools, with such forms and explanations as may be necessary to secure uniformity and efficiency in their administration. It will contain suggestions and improved plans for the repairs, construction and internal arrangement of school-houses. It will aim to form, encourage and bring forward good teachers; and to enlist the active and intelligent co-operation of parents, with teachers and committees in the management and instruction of schools. It will give notice of all local and general meetings of associations relating to public schools, and publish any communications respecting their proceedings. It will give information of what is doing in other states and countries, with regard to popular education, and in every way help to keep alive a spirit of efficient and prudent action in behalf of the physical, intellectual and moral improvement of the rising and all future generations in the State.

TERMS.

VOLUME VI. of the *Connecticut Common School Journal*, will consist of twelve numbers—to be issued as far as practicable, within the first week of each month, commencing in January, 1852. Each number will contain at least 16 pages, in octavo form, and the twelve numbers will make a volume, including title page, table of contents, and index, of at least 384 pages. *The price of Volume VI. will be \$1.00 payable in advance.*

In addition to the regular monthly numbers of the Journal, the Editor proposes to publish from time to time, as his health and official duties shall allow, a series of Educational Tracts, or Documents to the extent of at least 300 pages, which will be sent without any additional charge to the subscribers of Volume VI. of the Journal. These Tracts or Documents will constitute Volume VII.


HENRY BARNARD.

Superintendent of Common Schools.

HARTFORD, December 1, 1851.

PRACTICAL ILLUSTRATIONS
OF THE
PRINCIPLES OF SCHOOL ARCHITECTURE.

By HENRY BARNARD,
SUPERINTENDENT OF COMMON SCHOOLS IN CONNECTICUT.



HARTFORD:
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1851.

CIRCULAR.

In his Annual Report to the General Assembly, May Session, 1850, the undersigned expressed his intention to prepare and issue a series of Tracts or Essays on the most important topics of school improvement, for general dissemination among parents, school officers, and teachers. Among the subjects specified, (*Report for 1850*, p. 77,) was the following :

“ Practical Hints for the Construction and internal Arrangements of School-houses.

“ Public attention is already aroused in many districts, to the evils and inconveniences of the old, dilapidated, and unventilated structures now occupied by the schools, and the relations which a good school-house bears to a good school, and it is proposed to aid the efforts which may be put forth in such districts by circulating a pamphlet, in which practical hints and approved plans for structures of this kind shall be set forth, and builders and committees be referred to such buildings as have been recently erected in this and other states, which can be safely designated as models.”

The following pages were prepared originally for this purpose, by selections, with some modifications, from a larger work on School Architecture. The Essay thus prepared, was subsequently adopted by a Committee appointed to report on the same subject, to the National Convention of the Friends of Public Education, held in Philadelphia, on the 23d, 24th, and 25th of August, 1850, as embodying substantially their views. The Report of this Committee is herewith published for the historical information contained therein.

HENRY BARNARD,

Superintendent of Common Schools.

Hartford, November 1, 1850.

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PREFACE.

At the National Convention of the Friends of Public Education, held in Philadelphia, on the 17th, 18th, and 19th of October, 1849, and of which Hon. Horace Mann was President, Prof. James Henry, Secretary of the Smithsonian Institution in Washington City, Hon. Elisha R. Potter, Commissioner of Public Schools of Rhode Island, and Greer B. Duncan, Esq. of New Orleans, were appointed a Committee to report to the next Convention on the subject of School Architecture, including the location, size, ventilation, warming, and furniture of buildings intended for educational purposes. At the second Convention held in Philadelphia, on the 23d, 24th, and 25th of August, 1850, and of which Rev. Dr. Nott, of Union College, was President, the following Report, prepared by Mr. Potter, of Rhode Island, was submitted by Prof. Henry, with some introductory remarks on the general subject of American Architecture. The Report was ordered to be printed with the Proceedings of the Convention.

REPORT.

The subject of School Architecture has not, till within a comparatively recent period, received that attention from the public generally, or from practical educators in particular, which its important bearings, direct and indirect, on the health, manners, morals, and intellectual progress of children, and on the health and success of the teacher, both in government and instruction, demand. The earliest publication on the subject in this country, which has met the notice of the Committee, may be found in the School Magazine, No. 1, published as an Appendix to the Journal of Education, in April, 1829. In 1830, Mr. W. J. Adams, of New York, delivered a lecture before the American Institute of Instruction, "*on School houses and School Apparatus*," which was published in the first volume of the transactions of that association. Stimulated by that lecture, the Directors of the Institute in the following year offered a premium of twenty dollars for the best "*Essay on the Construction of School-houses*." The premium was awarded by a committee of the Institute to the Essay by Dr. William A. Alcott, of Hartford, Conn., now residing in West Newton, Mass. This "Prize Essay" was published in the second annual volume of lectures before the Institute, as well as in a pamphlet, and was widely circulated and read all over the country. In 1833, the Essex County Teachers' Association published a "*Report on School-houses*" prepared by Rev. G. B. Perry, which is a searching and vigorous exposure of the evils resulting from the defective construction and arrange-

ment of School-houses. From this time the subject began to attract public attention, and improvements were made in the construction and furniture of school-rooms, especially in large cities and villages.

In 1838, Hon. Horace Mann submitted a "*Report on School-houses*," as supplementary to his First Annual Report as Secretary of the Board of Education in Massachusetts, in which the whole subject, and especially that of ventilation, is discussed with great fullness and ability. This Report was widely circulated in a pamphlet form, and in the various educational periodicals of the country, and gave a powerful impulse to improvement in this department, not only in Massachusetts, but in other states. In the same year, Hon. Henry Barnard prepared an "*Essay on School Architecture*," in which he embodied the results of much observation, experience and reflection, in a manner so systematic and practical as to meet the wants of all who may have occasion to superintend the erection, alteration, or furnishing of School-houses. This Essay was originally prepared and delivered as a lecture in the course of his official visits to different towns of Connecticut, as Secretary of the Board of Commissioners of Common Schools. It was first published in 1841, in the Connecticut Common School Journal, and in 1842 was submitted, with some modifications and numerous illustrations, as a *Report on School-houses*, to the Legislature. It may be mentioned as an evidence of the low appreciation in which the whole subject was regarded at that time, in a State which prides herself on the condition of her common schools, and on the liberality with which her system of public education is endowed, that the Joint Standing Committee on Education, on the part of the Senate and House, refused to recommend the publication of this Essay, although it is by far the most thorough, systematic and practical discussion of the subject which has appeared in this country or in Europe. And it was only through the strenuous efforts of a few intelligent friends of school improvements that its publication was secured, and then, only on condition that the author should bear the expense of the wood-cuts by which it was illustrated, and a portion of the bill for printing. Since its first publication more than one hundred thousand copies of the original Essay have been printed in various forms and distributed in different states, without any pecuniary advantage to the author.

In 1842, George B. Emerson, Esq., in Part Second of the School and Schoolmaster, devoted a chapter to "The School-house," in which sound and practical views of the location, size, and ventilation and warming of edifices for school purposes, are presented and illustrated by appropriate cuts. A copy of this valuable work was presented to each of the 11,000 school districts in the State of New York, and each of the 3,400 districts in Massachusetts. In 1846, Nathan Bishop, Esq., Superintendent of Public Schools in the City of Providence, published a Report on the School-houses of that city, with numerous wood-cuts illustrative of the peculiarities of the furniture and internal arrangements of the buildings devoted to each grade of school. These houses were constructed after an examination of the latest improvements which had been introduced in the School-houses of Boston, Salem, and other large cities and villages in Massachusetts, and have been much consulted by committees and builders as models.

In 1848, Mr. Barnard republished his Essay, with plans and descriptions of numerous School-houses which had been erected under his direction, in Rhode Island and Connecticut, and including by permission all of the plans of any value, which had been published by Mr. Mann, Mr. Emerson, Mr. Bishop, and other laborers in this field—with the title of "*School Architecture, or Contributions to the Improvement of School-houses in the United States*." As the title conveys a very inadequate view of the fullness and completeness of this valuable work, the Committee

feel that they can not better promote the object of their appointment than by calling the attention of the Convention to the general views with which the subject was approached by this Author, and to the table of contents which will be found appended to the extracts which we have been permitted to make from this volume.

"The subject was forced on the attention of the author in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district School-house, standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect, the work which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good school-house and a good school, and to the great principle, that to make an edifice good for school purposes, it should be built for children at school, and their teachers; for children differing in age, sex, size, and studies, and therefore requiring different accommodations; for children engaged sometimes in study and sometimes in recitation; for children whose health and success in study require that they shall be frequently, and every day, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to; for children whose manners and morals, whose habits of order, cleanliness and punctuality,—whose temper, love of study, and of the school, are in no inconsiderable degree affected by the attractive or repulsive location and appearance, the inexpensive outdoor arrangements, and the internal construction of the place where they spend or should spend a large part of the most impressible period of their lives. This place, too, it should be borne in mind, is to be occupied by a teacher whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation, may be utterly baffled, or greatly promoted, by the manner in which the School-house may be located, lighted, warmed, ventilated and seated. With these general views of school architecture, this essay was originally written."

The volume will be found on examination to contain:

1. An exposition, from official documents, of common errors in the location, construction, and furniture of School-houses as they have been heretofore almost universally built, even in states where the subject of education has received the most attention.
2. A discussion of the purposes to be answered, and the principles to be observed, in structures of this kind.
3. Descriptions of a variety of plans, adapted to schools of every grade, from the Infant School to the Normal School, in a variety of styles, having a Gothic, Elizabethan, or classic character, and on a large or small scale of expense; either recommended by experienced educators, or followed in buildings recently erected in this country or in Europe.
4. Numerous illustrations of the most approved modes of constructing and arranging seats and desks, and of all recent improvements in apparatus for warming and ventilating school-rooms and public halls generally.
5. A catalogue of maps, globes, and other means of visible illustration, with which each grade of school should be furnished, with the price, and place where the several articles can be purchased.
6. A list of books, with an index or table of contents to the most impor-

tant volumes on education, schools, school systems, and methods of teaching, suitable for school libraries, with reference to catalogues from which village libraries may be selected.

7. Rules and regulations for the care and preservation of School-houses, grounds, and furniture.

8. Examples of exercises suitable to the dedication of School-houses to the sacred purposes of education.

9. A variety of hints respecting the classification of schools.

It will not be necessary to specify further the official reports and periodicals in which the subject has been discussed within a few years past, or to mention in detail the various improvements which have been introduced in the construction of school furniture, and in modes of ventilation and warming. Most of the plans which have been brought before the public, and which have been found on trial to be valuable contributions to plans before published, are embodied in the recent editions of Mr. Barnard's work. In conclusion, the Committee beg leave to present the following summary* of the Principles of School Architecture, which the author of that work has drawn up at their request, as presenting the result of his observations and practical knowledge in this department of educational improvement. He has also placed at the disposal of the Committee numerous plans for schools of different grades, selected from his book, or prepared for subsequent editions, which are herewith communicated as a part of this Report.

Philadelphia, Aug. 23, 1850.

* The summary referred to, will be found on page 29.

PRACTICAL ILLUSTRATIONS

OF THE

PRINCIPLES OF SCHOOL ARCHITECTURE.

IN treating of School Architecture, it will be convenient to present—

- I. Common Errors to be avoided.
- II. General Principles to be observed.
- III Plans and directions for erecting and fitting up school-houses adapted to the varying circumstances of country and city, of a small, and a large number of scholars, of schools of different grades and of different systems of instruction.

I. COMMON ERRORS IN SCHOOL ARCHITECTURE.

Under this head it will be sufficient to enumerate the principal features of school-houses as they are.

They are, almost universally, badly located, exposed to the noise, dust and danger of the highway, unattractive, if not positively repulsive in their external and internal appearance, and built at the least possible expense of material and labor.

They are too small. There is no separate entry for boys and girls appropriately fitted up; no sufficient space for the convenient seating and necessary movements of the scholars; no platform, desk, or recitation room for the teacher.

They are badly lighted. The windows are inserted on three or four sides of the room, without blinds or curtains to prevent the inconvenience and danger from cross-lights, and the excess of light falling directly on the eyes or reflected from the book, and the distracting influence of passing objects and events out of doors.

They are not properly ventilated. The purity of the atmosphere is not preserved by providing for the escape of such portions of the air as have become offensive and poisonous by the process of breathing, and by the matter which is constantly escaping from the lungs in vapor, and from the surface of the body in insensible perspiration.

They are imperfectly warmed. The rush of cold air through cracks and defects in the doors, windows, floor and plastering is not guarded against. The air which is heated is already impure from having been breathed, and made more so by noxious gases arising from the burning of floating particles of vegetable and animal matter coming in contact with the hot iron. The heat is not equally dif-

fused, so that one portion of a school-room is frequently overheated, while another portion, especially the floor, is too cold.

They are not furnished with seats and desks, properly made and adjusted to each other, and arranged in such a manner as to promote the comfort and convenience of the scholars, and the easy supervision on the part of the teacher. The seats are too high and too long, with no suitable support for the back, and especially for the younger children. The desks are too high for the seats, and are either attached to the wall on three sides of the room, so that the faces of the scholars are turned from the teacher, and a portion of them at least are tempted constantly to look out at the windows,—or the seats are attached to the wall on opposite sides, and the scholars sit facing each other. The aisles are not so arranged that each scholar can go to and from his seat, change his position, have access to his books, attend to his own business, be seen and approached by the teacher, without incommoding any other.

They are not provided with blackboards, maps, clock, thermometer, and other apparatus and fixtures which are indispensable to a well regulated and instructed school.

They are deficient in all of those in and out-door arrangements which help to promote habits of order, and neatness, and cultivate delicacy of manners and refinement of feeling. There are no verdure, trees, shrubbery and flowers for the eye, no scrapers and mats for the feet, no hooks and shelves for cloaks and hats, no well, no sink, basin and towels to secure cleanliness, and no places of retirement for children of either sex, when performing the most private offices of nature.

LEST the author should be thought to exaggerate the deficiencies of school-houses as they have been heretofore constructed, and as they are now almost universally found wherever public attention has not been earnestly, perseveringly, and judiciously called to their improvement, the following extracts from recent official school documents are inserted, respecting the condition of school-houses in states where public education has received the most attention.

CONNECTICUT.

EXTRACT from the "*First Annual Report of the Secretary of the Board of Commissioners of Common Schools for 1838-39.*"

"In the whole field of school improvement there is no more pressing need of immediate action than here. I present with much hesitation, the result of my examinations as to several hundred school-houses in different parts of the State. I will say, generally, that the location of the school-house, instead of being retired, shaded, healthy, attractive, is in some cases decidedly unhealthy, exposed freely to the sun and storm, and in nearly all, on one or more public streets, where the passing of objects, the noise and the dust, are a perpetual annoyance to teacher and scholar,—that no play-ground is afforded for the scholar except the highway,—that the size is too small for even the *average* attendance of the scholars,—that not one in a hundred has any other provision for a constant supply of that indispensable element of health and life, pure air, except the rents and crevices which time and wanton mischief have made; that the

seats and desks are not, in a majority of cases, adapted to children of different sizes and ages, but on the other hand are calculated to induce physical deformity, and ill-health, and not in a few instances (I state this on the authority of physicians who were professionally acquainted with the cases,) have actually resulted in this—and that in the mode of warming rooms, sufficient regard is not had either to the comfort and health of the scholar, or to economy.

That I have not stated these deficiencies too strongly, I beg leave to refer you to the accompanying returns, respecting the condition of school-houses in more than eight hundred districts in the State, and in more than forty particulars in each. These returns were made from actual inspection and measurement of school-houses by teachers and others. An abstract of them in part will be found annexed, together with extracts from letters received from school officers on the subject. I might accumulate evidence of the necessity of improvement here for every district in the State. Without improvement in many particulars which concern the health, the manners and morals of those who attend school, it is in vain to expect that parents who put a proper estimate, not only on the intellectual, but the physical and moral culture of their children, will send to the district school.

The following extracts are taken from official documents, published in 1846 and 1847, and fair specimens of the manner in which school-houses are spoken of, in the reports of local committees, from different parts of the State.

"In one district the school-house stands on the highway, with eighty pupils enrolled as in attendance, in a room nineteen and a half feet square, without any outbuildings of any kind.

In another in the same town, the school-house is less than seven feet high, and the narrow slab seats are twenty-one inches high, (four inches higher than ordinary chairs.) The walls, desks, &c., are cut and marked with all sorts of images, some of which would make heathens blush.

In another, the room is fourteen feet square, and six feet five inches high. The walls are very black."

"In this town there is one of the most venerable school servants in the State. The room is small, and less than seven feet high. Slab seats extend around three sides of the room, and are too high for men. The skill of several generations must have been expended in illustrating the walls with lamp smoke and coal images. The crevices of the floor will admit any quantity of cold air. The door sill and part of the house sill have rotted away. The day I visited it, the teacher and pupils were huddled around the stove."

"In one district, the house stands near the travelled road, is low and small, being only seventeen feet by seventeen, and seven feet two inches high, for the accommodation of sixty or seventy pupils. The seats on the outside are from seventeen to eighteen inches. The walls, door, and sides of the house are disfigured with obscene images."

"There are only three good school-houses in the society; only three that have any out-houses. The rest of the school-houses are in a miserable condition. One is thirty-five or forty years old. Most of them have only slab seats, with the legs sticking through, upwards, like hatchet-teeth, and high enough to keep the legs of the occupants swinging. They are as uncomfortable to little children as a pillory. Seats and desks are adorned with every embellishment that the ingenuity of professional whittlers can devise."

"Two of our school-houses, those in the two largest districts, are in a bad condition, old, unpainted and inconvenient. They are built and constructed *inside* on the old Connecticut plan. Only one row of desks, and that fastened to the wall of the school-room, running quite around it; and long forms, without backs to rest on, the scholars sitting with their backs to the centre of the room. The other two are in better condition, though one is constructed on the same plan as above. The out-buildings are in bad condition generally. One school-house has no out-building nor wood-house. One school-house only is painted outside."

"Of the nine school-houses in this society, not one is really what they all ought to be, for the morals, health, and intellectual improvement of the pupils. Four of them are considered tolerably good, having one out-building, the other five are hardly passable. The desks in most or all of them are where they never ought to be, against the sides of the room and against one end, and with few exceptions, all of a height, with poor accommodations for loose clothes, hats, &c.; all located on or near some highway; no play-ground attached to any of them, except the highway."

"A part of our school-houses are comfortable buildings, but destitute of every thing like taste or ornament in the grounds, structure, or the furniture of the rooms. Being generally built in the public highway or close by its side, they are, one and all, without enclosures, ornamental or shade trees. But the want of ornament is by no means the greatest defect of our school-houses; a majority of them are not convenient. Although there has been some improvement in those recently built, yet they are not so good as would be desirable. The out-buildings in too many cases are in a neglected condition, and in some districts are not provided at all, indicating an unpardonable neglect on the part of parents and guardians."—*East Windsor*.

"It appears that a great proportion of the school-houses are in a sad condition and of bad architecture. Architectural drawings should, therefore, be scattered over the state, so that in the buildings to be erected those abominations may be avoided which are now so abundant."—*Glastenbury*.

"The internal construction of most of our school-houses is bad, and occasions great inconvenience and hindrance to the prosperity of our schools. Let as much be done as can be, to remove those miserable prison-houses for our children, and in their stead let there be good, large, and convenient school-houses."—*Suffield, 2d*.

"None of our school-houses have play-grounds attached; they generally stand in the highway, and some on a corner where several roads meet."—*Bethany*.

"Another evil is the poor, cold, inconvenient and gloomy school-houses which we find in many districts. There is one in this society not more attractive than a barn, for comfort and accommodation in a cold day: the best I can say about it is, it is thoroughly ventilated."—*Lebanon, 4th*.

"The houses and the internal arrangement are inconvenient; a slanting board the whole length of the house for a desk, and a slab-board for a seat so high that the scholars cannot reach the floor with their feet, constitute the conveniences of half of the schools in this society."—*Easton*.

"We see many a school-house which looks more like some gloomy, dilapidated prison, designed for the detention and punishment of some desperate culprit, than a place designed for the intellectual training of the children of an enlightened and prosperous nation. Instead of being ren-

dered pleasant and attractive to the youthful mind, they are almost as cold and cheerless as an Indian wigwam."—*Chaplin*.

"Many of our school-houses are in a miserable condition, possessing less attractions outwardly than our prisons, while within they are dark, gloomy and comfortless. They are all destitute of an appearance of any out-house."—*Warren*.

"The general plan of all the school-houses is the same. Writing desks are placed around the room against the walls; these are generally so high that it would be inconvenient for adults, much more for children to use them. The seats stand in front of these, so that the pupil has his option to sit with his face or his back to the teacher. In the former case, he has the edge of the writing desk to support his back; in the latter, nothing. An arrangement like this is the worst possible. Of the five school-houses in the society, two may be warmed so as to be comfortable at all times; a third needs nothing but a good stove; but the remaining two cannot be made fit for a school to occupy without thorough repairs. There is but one out-building of any kind connected with the school-houses of this society, and this is entirely unfit for use."—*Winchester*.

"Throughout Middlesex county the school-houses, taken as a whole, are several degrees below respectability—rarely ever painted within or without, and if painted at all, they ever afterward show a worn and weather-beaten coat, like the half starved, half clothed outcast of society. Yet these houses are owned by the public, worth its tens of thousands, and they groan grievously if a small tax is levied to improve them. Of the four locations of school-houses in this town, not one has sufficient land for a private dwelling, and all the land combined would be less than an acre. One stands wholly on the highway; another stands on a bleak and rocky elevation, and during some portions of the winter, almost inaccessible. This location was chosen probably because it was cheaper than the pleasant field on the opposite side of the way. Why should the public school-house which accommodates from thirty to fifty pupils, ten and eleven months in the year, five and a half days of each week, not require as much land as a church or private dwelling?"—*Chester*.

"Our school-houses are not what they ought to be either in their location or construction. In their location they are generally found upon some barren knoll, or too near the highway, forming part of the fence between the highway and the adjoining proprietor, alike destitute of ornament or shade calculated to render them pleasing or attractive. The desks are almost always too high and continuous, instead of single, nor is there generally a gradation in reference to the size of the scholar. Few school-rooms are well ventilated; not more than one or two properly or healthfully warmed; the consequence is unnecessary frequency of colds, headaches and ill health."—*Tolland*.

The Superintendent (Hon. Seth P. Beers) of Common Schools, thus introduces the subject in his Annual Report for 1848.

"The reports of school visitors from every part of the state speak in strong terms of condemnation of the deplorable condition of many district school-houses. The progress of renovation and improvement in this department has not been as rapid or as thorough, during the past year, as in other sections of New England, or as the true interests of the common schools imperiously demand. Badly located school-houses still "encumber the highway,"—"without shrub or shade-tree around,"—"without

play-ground, yard, or out-house, mat or scraper,"—without means of ventilation and uniform temperature,"—"with seats too high and destitute of support for the back,"—"with desks attached to three sides of the room,"—"with windows destitute of glass,"—"clapboards hanging loose,"—"blinds propped up to be kept in their places,"—"the wood without shelter," and "the stove without a door." These are specimens of the language used by school visitors in describing the places where the children of Connecticut are receiving their early training in taste, manners, morals, and health,—language which it is hoped will touch the pride of the districts, and lead to some efficient action on the subject."

"How surprising and disgraceful is the fact, that a very large proportion of the school-houses of our state present vastly fewer attractions, in point of comfortable arrangement and tastefulness, than are seen about our poor-houses, our jails, and our state penitentiary! This remark is too true of the school-houses in this society. They are all located directly on the road or in it, with hardly a shrub or shade-tree around any one of them; and with no play-ground except the highway, which the children, in several districts, have to share in common with geese and swine. Of their external condition nothing very creditable or gratifying can be said. Six, of the nine school-houses in this society, are wooden ones, and they generally bear a time-honored, weather-beaten aspect. Unpainted and blindless, with clapboards agape to catch the winds of winter, and window-panes rattling, or fallen from the decayed sash, they present a most forlorn and gloomy aspect, which, to say the least, is not very well suited to woo the youthful mind, and fill it with pleasant fancies. One, unacquainted with their original design, might mistake them for the abodes of the evil genii, which would naturally be supposed to haunt the dreary solitudes which surround them.

The internal condition of these school-houses is in perfect keeping with the external. In several of them, the plastering is broken and missing, to say nothing of the dark and dingy color of what remains. The stoves are smoky, and the benches and desks are so high as to be better adapted to the children of a race of giants, than to those of the present generation; and these are hacked and gashed by the pupils, as if in retaliation for the torture suffered from them. My compassion has been deeply moved as I have frequently entered these abodes of suffering, and seen their unhappy inmates—the children of protestant parents—doing penance upon their high seats, with no support to their backs but the soft edge of the projecting board which forms the desk, and with their feet dangling in mid-air several inches from the floor. And when I have looked upon these youthful sufferers, thus seated and writhing with pain, the question has often arisen in my mind, what have these ill-starred children done that they should be doomed to so excruciating torture? What rank offenses have they committed that they should thus be suspended between the heavens and earth for six hours each day? And from deep-felt pity for the innocent sufferers, I have sometimes wished (perhaps it was cruel) that their parents had to sit for one hour in a similar position, that they might learn how to pity their children, and be prompted to attend to their health and comfort in the internal arrangement of the school-room.

Add to all this the fact, so outrageous to common decency, that most of these school-houses have no out-buildings whatever attached to them; and does not the case appeal movingly to the friends of humanity, and demand prompt and decisive measures of reform? Is it not passing strange, that while many parents incur considerable expense in providing themselves with cushioned and carpeted slips in church, where they ordi-

narily spend, perhaps, but three hours each week, they should be so utterly regardless of the comfort and happiness of their offsprings in the school-room?"—*Bloomfield*.

"Three of the houses are located in the highway; an excellent device for saving land, but a miserable one for the comfort, safety and improvement of children. In selecting sites for the new houses, recently erected, a good degree of space fronting was provided for. Only two houses have blinds or shutters; all the others give full scope for the sun to see what is going on in the school-room, often to the manifest annoyance of the children and teacher; unless, perchance, the latter has genius enough to convert a stray newspaper, or some other available article, into a temporary curtain to shut him out."—*Manchester*.

"Our school-houses, though not cold and leaky, are very badly constructed within, and are therefore very inconvenient. Two of them stand mostly in the highway, so that one passing in a carriage or on horseback may look in upon the whole school, and as a matter of course the scholars will look at whatever passes. When the school-house is so exposed, it would seem, that *modesty* in our children would require the convenience of good out-houses; but this is not the case with any two school-houses in the town. We have urged the importance of these things, but with poor success."—*Suffield, 2d*.

"There are some houses unfit for their purpose; the weather-boards are starting off, "and the wind enjoys quite freely the luxury of coming in and being warmed by the fire; and the dear children suffer much between a cold northwester and a red-hot stove." It is very common to find the school-houses mutilated by the cuttings of obscene figures; this should draw forth the unqualified censure of proprietors and teachers. Further, there are cases where there are no out-houses for the use of children. This is a sore evil, and ought to be remedied immediately."—*Groton*.

"Among the ten school-houses in this district are several very good buildings; but, taking in view the size and proportions of the edifices, the internal arrangement, the fitness of the seats and desks for the object designed, we feel impelled to say, that in our opinion there are no very good school-houses. In some of the districts it is said the people are obliged to go among strangers to procure teachers, on account of the shabbiness of the school-houses."—*Brooklyn*.

"Not more than one-half of our school-houses in this society are very good, if, indeed, they can be termed more than comfortable. The remainder are bad, some of them very bad, exhibiting nothing of comfort or convenience. In some of them, there are no desks fit to be used for writing purposes. The seats are so constructed as to afford no place to rest the back, or, in some cases, even the sole of the foot. Many of the schools are destitute of out-houses. Some of them have no conveniences for hanging up the hats or clothes of the children, or even to shelter the wood from the weather. And more than half our school-houses are destitute of black-boards, a fact alike discreditable to the district and to the teachers who have served in them."—*Stafford, 1st*.

"It appears from the superintendent's report for 1847, that of 1663 school-houses in the state, 873 have out-houses, and 745 have none! This fact is, undoubtedly, a burning shame and a deep disgrace to the state. It is unworthy of a civilized country, and indicates a state of things that ought to exist only among savages. The committee are happy to say that we have little or no share in this shameful fact: but our school-houses are by no means what they should be, and call for improvement.

They are generally *on or in* the street, whereas every building devoted to such a purpose ought to be in a retired situation, with suitable yards for play-grounds, and convenient fixtures. The windows in some do not let down from the top, and therefore are not properly ventilated. In only two out of eight school-houses are the benches what they should be. Large desks running around the room for the older scholars ought to be wholly discarded as intolerable nuisances. The scholars are of necessity always looking into the street; the windows can be opened only by climbing over the benches and desks. The scholars' backs are turned toward the teacher; they sit close together, and of course are often whispering. Large girls can leave their seats only by placing their feet on a level with their hips, which it is not always best that females should do. The smaller benches often have backs that are so *low* as to be of little service. Every school-house ought to be provided with a single desk for each pupil, and every pupil ought to have a slate and books to keep in the desk."—*Vernon*.

The following extracts are taken from the Annual Reports for 1849.

"The *school-houses* are not what they should be. Some of them are decidedly bad. They are neither convenient nor pleasant. The benches and desks are inconvenient. Some of the small scholars are reduced to the miserable necessity of swinging in the air, without being able to either get a foothold or a place to rest their backs against. *Ventilation* is not attended to. Every school-room should be so constructed that it can be freely ventilated, so that the scholars may have pure atmospheric air to breathe. This every one must appreciate, who knows the value of health, and does not wish to see a generation of sickly drones coming on to the stage. As a general thing, the external appearance of the school-houses is bad. A stranger passing through a district, can easily select the school-house. If you see a very unique-looking building, a "*squatter*" in the highway, or standing by permission on the side of some lot, in a corner rendered useless by a location on the border of some swampy moor, or on some arid field, where no vestige of life is—that you may conclude is the district school-house. *That* is the place where our children are to resort, during three-fourths of the first sixteen years of their lives, to get an education. *Such* are the associations with their early, perhaps *all* their education! Why is not the district school the place where correct taste should be demonstrated? Impressions *will* be made, and if they ever yield to good taste, school-house associations, in their present state, will not deserve the credit."—*Enfield*.

"Our school-houses are in a bad condition. Look into the school some warm, comfortable day, when the children are more likely to be in attendance, and if you please, walk in and breathe a specimen of the air in a New England unventilated school-house. If you are a well-bred man, you must do violence to your kind feelings, when you take a seat and look around and find that the teacher has nothing left for his accommodation but a standee; our school-houses are literally jammed full, i. e. the seats—any attempt at improvement is voted down on account of the cost."—*South Windsor, Wapping*.

"One district, for a wonder, occupied a new school-house; but while it is *excellent, compared with the old one*, it is *contemptible*, if not *wicked*, compared with what it *ought* to be. The only plan about it seems to be, the *minimum scale of expenditure*. Its dimensions are too limited even for so small a school. The desk or counter is uniform, and attached to three sides of the room, and almost out of the *tallest scholar's reach*! I have protested to the district, and possibly they will lower the counter,

some time or other. The other districts *need* new school-rooms, and some talk of building."—*Wolcott.*

"In regard to the school-houses in our five districts, only one can be said to be very good. Another, recently repaired, may be called good in a qualified sense; while the remaining three are quite ordinary, if not bad. This neglect to provide neat and comfortable school-houses, doubtless has a tendency to dampen the ardor of children in literary pursuits, and in various ways to retard their progress."—*Plainfield.*

"The school-room in the third district presents the same unsightly appearance which it has in years past; and from the height to which the writing desks, and slabs used for seats, are elevated, some persons would naturally infer that they were originally designed for a race of giants."—*Pomfret, Abington.*

"Most of the school-houses are in a bad condition, being old, ill-constructed, and inconvenient. Especially is this the case with regard to the interior of some of them, the seats of which are too high for the comfort of the scholars, with nothing to rest the back against, except the sharp edge of a plank or board, which serves as a writing desk, and this placed so high as to bring the arm to an unnatural and uneasy position when attempting to write. The school-houses, too, with one or two exceptions, stand in the highway, many within a few feet of the traveled path, with windows looking directly upon it, so that the attention of the scholar is necessarily attracted to every passer-by, thus diverting his attention from his studies, retarding his progress, and annoying his teacher."—*Litchfield, Milton.*

The Annual Report of the Superintendent of Common Schools for 1850 contains the following remarks on the condition of the school-houses.

"If any reliance can be placed on the representations made by teachers and school visitors from two hundred and four out of the two hundred and seventeen school societies in the state, as collected from written communications to this department in the course of the last four years, a majority of our school-houses are badly located, badly ventilated, imperfectly warmed in winter, having uncomfortable seats and desks, without apparatus except a black-board, and destitute of the most ordinary means of cleanliness and convenience. To this overwhelming mass of testimony (Appendix G) as to the necessity of immediate and thorough improvement in this portion of the educational field, I will here add an extract from a communication by a teacher of much experience and distinction, who received his education and commenced his experience in teaching in the district schools of this state. His remarks refer to the condition of school-houses in a single county—to three-fourths of which he had just made a personal visit."

"**OLD SCHOOL-HOUSES.**—These are the Antiquities of Connecticut, rude monuments of art, that must have had their origin coeval with the pyramids and catacombs, for aught we can learn to the contrary, save by the uncertain information of tradition. "It always stood there," says "the oldest inhabitant," when asked the date of the erection of one of them. Little brown structures of peculiar aspect, meek, demure, burrowing in some lone, damp and depressed spot, or perchance perched on the pinnacle of a rock, as if too contemptible and abject to occupy a choice piece of earth,—exposed to the remorseless winds of winter, and the fervid rays of

summer,—at one end a narrow and dingy entry, the floor covered with wood, chips, stones, hats, caps, odd mittens, old books, bonnets, shawls, cloaks, dirt, dinner baskets, old brooms, ashes, &c., all thrown together in the order as here catalogued,—the principal room retaining its huge stone chimney, which for generations boasted its ghastly fire-place, affording a ready oblivion to annual piles of green and snow-soaked wood,—the burnt, smoked, scratched and scrawled wainscoting,—the battered and mutilated plastering,—the patched windows,—the crippled and ragged benches,—the desks which have endured a short eternity of whittling,—the masses of pulverized earth in constant agitation, filling the throat, eye and nostrils of the inmates,—the unmistakable compound of odors which come not from “Araby the blest”—all point to the remote antiquity of these buildings, and intimate the veneration in which they are held. That some of these structures are always to remain, does not seem to admit of a “reasonable doubt.” The records of their origin, as we have seen, are gone, and the testimony of the past few generations is conclusive that no change has been effected in their appearance from a remote period; hence the deduction that they are among the “things to remain,” and never to pass away. Though the “annual miracle of nature” may not be vouchsafed to preserve them, yet, like the monuments of the American Indians which receive their annual votive offering of stones, and are thus rendered imperishable, so these “antiquities,” receiving their semi-occasional patches upon windows, upon clapboards, roofs and floors, together with the autumnal embankment of earth around their base, and all these given and received obsequious to the *annual solemn* votes of the district,—stand, despite the advance of public opinion, the “war of elements,” and “the tooth of time.”

MODERN SCHOOL ARCHITECTURE.—It is much to be regretted that a work similar to “Barnard’s School Architecture” had not been issued and circulated throughout the state some ten years ago, that such as have since that time erected new houses, (that are to stand forever,) might have consulted approved models for the size and forms of their structures, and improved plans for their internal arrangements. It would seem, however, that enough had been said by the author of that work in his annual reports, and occasional addresses in the state, to have excited interest sufficient in those intending to build new houses, to extend their inquiries and observations beyond the limits of their own district, and beyond the pattern of their own recently condemned school-house, and at least to select suitable locations for houses and necessary out-buildings, if not for a yard and play-ground.

The material changes observed in the construction of new houses about the county, consist in placing the *end* of the building toward the street instead of the *side*, and giving a very narrow entry across the end of the building,—affording, in some instances, two entrances into the school-room, with only one into the entry. A portion of the entry is used for wood, which being thrown against the plastering, lays bare the lathing, making the building, while yet new, bear the tokens of age. In a few instances only have two outside doors been observed, giving separate entrances to boys and girls.

In most instances where the building is not erected on the line of the highway, it is placed only so far back as to allow a straggling wood pile just outside the traveled path. An instance is not now remembered where the generosity of the district has given a play-ground to the school, aside from the *public common* or the *traveled highway*.

The internal arrangements of the new houses are, in *many instances*, exactly like those of their immediate predecessors, save that in all cases it is believed the old movable slab benches, are superseded by perma-

nent benches with backs. The windows, in all cases perhaps, in the new houses, have made a sensible step *downward* toward the floor; and the desks and seats of the larger scholars, have also been brought down from their inconvenient and dizzy heights, that their occupants may not be "while in, above the world."

Where change has been wrought in the fixtures of the room, the desks are almost always clumsy, occupying unnecessary portions of the room, and rendering them inconvenient for the evolutions of the school.

Ventilation has received a passing thought in the erection of most of the new houses, yet its importance is not probably fully appreciated, nor the best methods of securing it clearly understood. Some ventilate from the windows so successfully, as to part with the warm air almost entirely, and at the same time to retain the offensive gases and odors of the room. Some ventilators are placed in the ceiling in the corners of the rooms, others are placed immediately over the stove pipe,—some are movable, and moved with a cord,—others are simply a scuttle, expected to rise by the expansive power of the gases, as safety valves of engines operate by accumulation of steam.

The substitution of stoves (mainly box stoves,) for the engulfing fire place, as a means of warming school-rooms, is noticed in the new houses.

OF SCHOOL-HOUSES GENERALLY.—To ascertain if improvement has been effected in this class of structures in the state, we must resort to one or two devices of the astronomer, in observing the motions of the heavenly bodies, viz., to notice their respective positions at different and remote periods of time. The progress of improvement has been so slow, (if improvement has been made in school-houses,) that an observer from year to year only, might be at a loss to know that such was the fact; but a comparison of the structures fifteen or twenty years ago, with the buildings now occupied for schools, will doubtless enable one to say that *progress has been made*. It is stated on very creditable authority that in some societies and some towns, *one*, and in some instances, more than one house has been built, and one or more has been *painted*.

The contributions upon old hats, upon writing books that are "writ through," &c., &c., are levied less frequently than formerly to repel the winds at the windows; fewer clapboards are now seen swinging gaily by a single nail, than in bye-gone days; the asthmatic wheezing of the winds through the uncounted apertures is hushed, and the pupils enjoy an irrigation through the roof less frequently than formerly. Curtains are occasionally found to protect the eyes of the pupils from the blinding rays of the sun; the comfort of the smaller children is materially increased by the addition of backs to their hard seats; the desks and seats of the larger pupils have descended toward the floor; the use of stoves giving a comfortable temperature to the rooms, instead of the former equatorial heat and the polar cold; in rare instances the ingenious designs in chalk and charcoal upon the walls and ceiling have retired behind a coating of whitewash, and the yawning fire-place has been plastered over. All these movements distinctly indicate that vitality at least exists among the people of this commonwealth, and that *the best good of their children, as they tell us, lies nearest their hearts*.

It is earnestly hoped that all persons will be open to conviction and receive the above statement of facts as a perfect demonstration of the earnestness of the community for the well being of the schools.

When we come to the *et ceteras* of the school-rooms, such as shovel and tongs, brooms, brushes, bells, globes, sinks, wash-basins, towels, pegs, hooks and shelves for hats, clothing, &c., it is feared such great, such momentous changes, such rapid advances, will not appear to have been made; probably not three districts in the county have gone so fast, or so

far in advance of the others as to have procured all these articles; probably not more than half a dozen districts have supposed it important, that even a mat and scraper are necessary for pupils to use after walking, perhaps a mile in the mud; yet we should be doing them injustice in not supposing that they really feel this quenchless interest, which they represent themselves as possessing for their children, and should greatly misjudge them if we supposed them not doing all in their power to encourage their children in obtaining useful knowledge, and in cultivating the minor virtues while in school.

OUT-BUILDINGS.—An appalling chapter might be written, on the evils, the almost inevitable results of neglecting to provide these indispensable appendages to school-houses in our state. Who can duly estimate the final consequences of the first shock given to female delicacy, from the necessary exposure, to which the girls in the public schools are inevitably subjected; and what must be the legitimate results of these frequent exposures during the school-going years of youth? What quenchless fires of passion have been kindled within the bosom of the young of both sexes by these exposures, fires that have raged to the consuming of personal happiness, to the prevention of scholastic improvement, and to the destruction of personal character? again, what *disgust* has been created in both sexes by the results of not having the appropriate retirements which nature imperiously demands? and finally, may not the disinclination, the aversion of large numbers of families, of mothers especially, to sending their daughters to the public schools, have been created by the sufferings they themselves have endured, from the above cause; and an unwillingness to subject the delicacy of their daughters to the obnoxious trial? Were the question not so peculiar as almost to defy examination, it is apprehended this would be found to be the truth. Will it not seem incredible, even to Connecticut men, to be informed that less than one-half of the school-houses in this commonwealth are without these necessary buildings? yet such is probably the fact; thus dooming thousands of girls to bear a loathsome burden of mortification, which they cannot remove without withdrawing from the schools. I have no *exact* data for the above estimate, yet it is probably not far below the truth, if indeed it is at all. So filthy are *most* of those that are provided, that they are not only quite useless, but disgusting in the extreme. In one society of nine schools but one out-house was provided, and that, I was informed, could only be reached in *dry* weather, such was its *location*; nor could it be used even then, such was its *condition*. This state of things, it would seem, should be utterly changed, and that speedily."

MASSACHUSETTS.

EXTRACTS from the "*Report of the Secretary (Hon. Horace Mann) of the Board of Education for 1846.*"

"For years the condition of this class of edifices, throughout the State, taken as a whole, had been growing worse and worse. Time and decay were always doing their work, while only here and there, with wide spaces between, was any notice taken of their silent ravages; and, in still fewer instances, were these ravages repaired. Hence, notwithstanding the improved condition of all other classes of buildings, general dilapidation was the fate of these. Industry and the increasing pecuniary ability which it creates, had given comfort, neatness, and even elegance to private dwellings. Public spirit had erected commodious and costly churches. Counties, though largely taxed, had yet uncomplainingly paid for handsome and spacious court-houses and public offices.

In 1837, not one third part of the Public School-houses in Massachusetts would have been considered tenantable by any decent family, out of the poor-house, or in it. As an incentive to neatness and decency, children were sent to a house whose walls and floors were indeed painted, but they were painted, all too thickly, by smoke and filth; whose benches and doors were covered with carved work, but they were the gross and obscene carvings of impure hands; whose vestibule, after the oriental fashion, was converted into a veranda, but the metamorphosis which changed its architectural style, consisted in laying it bare of its outer covering. The modesty and chastity of the sexes, at their tenderest age, was to be cultivated and cherished, in places, which oftentimes were as destitute of all suitable accommodations, as a camp or a caravan. The brain was to be worked amid gases that stupefied it. The virtues of generosity and forbearance were to be acquired where sharp discomfort and pain tempted each one to seize more than his own share of relief, and thus to strengthen every selfish propensity.

At the time referred to, the school-houses in Massachusetts were an opprobrium to the State; and if there be any one who thinks this expression too strong, he may satisfy himself of its correctness by inspecting some of the few specimens of them which still remain.

The earliest effort at reform was directed towards this class of buildings. By presenting the idea of taxation, this measure encountered the opposition of one of the strongest passions of the age. Not only the sordid and avaricious, but even those, whose virtue of frugality, by the force of habit, had been imperceptibly sliding into the vice of parsimony, felt the alarm. Men of fortune, without children, and men who had reared a family of children, and borne the expenses of their education, fancied they saw something of injustice in being called to pay for the education of others; and too often their fancies started up into spectres of all imaginable oppression and wrong. The school districts were the scene where the contending parties arrayed themselves against each other; the school-house itself their arena. From time immemorial, it had been the custom to hold school district meetings in the school-house. Hither, according to ancient usage, the voters were summoned to come. In this forum, the question was to be decided, whether a new edifice should be erected, or whether the ability of the old one to stand upon its foundations for another season, should be tried. Regard for the health, the decent manners, the intellectual progress and the moral welfare of the children, common humanity, policy, duty, the highest worldly interests of the race, were marshalled on one side, demanding a change; selfishness, cupidity, insensibility to the wants and the welfare of others, and that fallacious plea, that because the school-house had answered the purpose so long, therefore it would continue to answer it still longer,—an argument which would make all houses, and roads, and garments, and every thing made by human hands, last forever,—resisted the change. The disgraceful contrast between the school-house and all other edifices, whether public or private, in its vicinity; the immense physical and spiritual sacrifices which its condition inflicted upon the rising generation, were often and unavailingly urged; but there was always one argument which the advocates for reform could use with irresistible effect,—the school-house itself. Cold winds, whistling through crannies and chinks and broken windows, told with merciless effect upon the opponents. The ardor of opposition was cooled by snow-blasts rushing up through the floor. Pain-imparting seats made it impossible for the objectors to listen patiently even to arguments on their own side; and it was obvious that the tears they shed were less attributable to any wrongs which they feared, than to the volumes of smoke which belched out with every gust of wind from

broken funnels and chimneys. Such was the case in some houses. In others, opposite evils prevailed; and the heat and stifling air and nauseating effluvia were such as a grown man has hardly been compelled to live in, since the time of Jonah.

Though insensible to arguments addressed to reason and conscience, yet the senses and muscles and nerves of this class of men were less hardened than their hearts; and the colds and cramps, the exhaustion and debility, which they carried home, worked mightily for their conversion to truth. Under such circumstances, persuasion became compulsory.

Could the leaders of the opposition have transferred the debate to some commodious public hall, or to their own spacious and elegant mansions, they might have bid defiance to humanity and remained masters of the field. But the party of reform held them relentlessly to the battle-ground; and there the cause of progress triumphed, on the very spot where it had been so long dishonored.

During the five years immediately succeeding the report made by the Board of Education to the Legislature, on the subject of school-houses, the sums expended for the erection or repair of this class of buildings fell but little short of *seven hundred thousand dollars*. Since that time, from the best information obtained, I suppose the sum expended on this one item to be about *one hundred and fifty thousand dollars annually*. Every year adds some new improvement to the construction and arrangement of these edifices.

In regard to this great change in school-houses,—it would hardly be too much to call it a *revolution*,—the school committees have done an excellent work,—or rather, they have begun it;—it is not yet done. Their annual reports, read in open town meeting, or printed and circulated among the inhabitants, afterwards embodied in the Abstracts and distributed to all the members of the government, to all towns and school committees have enlightened and convinced a State.

NEW-YORK.

EXTRACT from the "*Annual Report of the Superintendent (Hon. Samuel Young) of Common Schools, made to the Legislature, January 13, 1844.*"

"The whole number of school-houses visited and inspected by the county superintendents during the year was 9,368: of which 7,685 were of framed wood; 446 of brick; 523 of stone, and 707 of logs. Of these, 3,160 were found in good repair; 2,870 in ordinary and comfortable repair, and 3,319 in bad repair, or totally unfit for school purposes. The number furnished with more than one room was 544, leaving 8,795 with one room only. The number furnished with suitable play-grounds is 1,541; the number not so furnished, 7,313. The number furnished with a single privy is, 1,810; those with privies containing separate apartments for male and female pupils, 1,012; while the number of those not furnished with *any privy* whatever, is 6,423. The number suitably furnished with convenient seats, desks, &c., is reported at 3,282, and the number not so furnished, at 5,972. The number furnished with proper facilities for ventilation is stated at 1,518; while the number not provided with these essential requisites of health and comfort is 7,889.

No subject connected with the interests of elementary instruction affords a source of such mortifying and humiliating reflections as that of the condition of a large portion of the school-houses, as presented in the above enumeration. One-third only of the whole number visited, were found in good repair; another third in ordinary and comfortable condition

only in this respect—in other words, barely sufficient for the convenience and accommodation of the teachers and pupils; while the remainder, consisting of 3,319, were to all intents and purposes unfit for the reception of man or beast.

But 544 out of 9,368 houses visited, contained more than one room; 7,313 were destitute of any suitable play-ground; nearly six thousand were unfurnished with convenient seats and desks; nearly eight thousand destitute of the proper facilities for ventilation; and upwards of six thousand without a privy of any sort; while of the remainder but about one thousand were provided with privies containing different apartments for male and female pupils! And it is in these miserable abodes of accumulated dirt and filth, deprived of wholesome air, or exposed without adequate protection to the assaults of the elements, with no facilities for necessary exercise or relaxation, no convenience for prosecuting their studies; crowded together on benches not admitting of a moment's rest in any position, and debarred the possibility of yielding to the ordinary calls of nature without violent inroads upon modesty and shame; that upwards of two hundred thousand children, scattered over various parts of the State, are compelled to spend an average period of eight months during each year of their pupilage! Here the first lessons of human life, the incipient principles of morality, and the rules of social intercourse are to be impressed upon the plastic mind. The boy is here to receive the model of his permanent character, and to imbibe the elements of his future career; and here the instinctive delicacy of the young female, one of the characteristic ornaments of the sex, is to be expanded into maturity by precept and example! Is it strange, under such circumstances, that an early and invincible repugnance to the acquisition of knowledge is imbibed by the youthful mind; that the school-house is regarded with unconcealed aversion and disgust, and that parents who have any desire to preserve the health and the morals of their children, exclude them from the district school, and provide instruction for them elsewhere?

If legislation could reach and remedy the evil, the law-making power would be earnestly invoked. But where the ordinary mandates of humanity, and the laws of parental feeling written by the finger of heaven on the human heart, are obliterated or powerless, all statutory provisions would be idle and vain. In some instances during the past year, comfortable school-houses have been erected to supply the place of miserable and dilapidated tenements which for years had been a disgrace to the inhabitants. Perhaps the contagion of such worthy examples may spread; and that which seems to have been beyond the influence of the ordinary impulses of humanity, may be accomplished by the power of example or the dread of shame.

NEW HAMPSHIRE.

EXTRACTS from the "*Report of the Commissioner, (Prof. Haddock, of Dartmouth College) of Common Schools, to the Legislature of New Hampshire, June Session, 1847.*"

"The success of our whole system depends as much on a thorough reform in the construction and care of school-houses as upon any other single circumstance whatever.

It is wonderful, and when their attention is called to it, strikes the inhabitants of the Districts themselves as really unaccountable, that careful and anxious parents have been content to confine their children for so many hours a day through a large part of the severest and most trying seasons of the year, in houses so ill constructed, so badly ventilated, so imperfectly warmed, so dirty, so instinct with vulgar ideas, and so utterly repugnant to all habits of neatness, thought, taste, or purity. There are multitudes of houses in the State, not only inconveniently located, and awkwardly planned, but absolutely dangerous to health and morals.

And it has struck me with the greater surprise, that this is true not only of the thinly peopled parts of the State, but of flourishing villages. In one

VERMONT.

EXTRACT from the "*First Annual Report of the State Superintendent (Hon. Horace Eaton,) of Common Schools, October, 1846,*" made to the Legislature.

"It might occur to any one in travelling through the State, that our school-houses are almost uniformly located in an uninteresting and unsuitable spot, and that the buildings themselves too generally exhibit an unfavorable, and even repulsive aspect. Yet by giving some license to the imagination it might be supposed that, notwithstanding their location and external aspect were so forbidding, the internal appearance would be more cheerful and pleasant—or at least, that the arrangement and construction within would be comfortably adapted to the purposes which the school-house was intended to fulfil. But an actual inspection of by far the greatest number of the school-houses in the State, by County Superintendents, discloses the unpleasant fact, that ordinarily the interior does but correspond with the exterior, or is, if possible, still worse. A very large proportion of these buildings throughout the State must be set down as in a miserable condition. The melancholy fact is established by the concurrent report of all our County Superintendents, that in every quarter of the State they are, as a class, altogether unsuited to their high purposes. Probably nine-tenths of them are located upon the line of the highway; and as the geographical centre of the district usually determines their situation, aside from the relation with the road, it is a rare chance that one is not placed in an exposed, unpleasant and uncomfortable spot. In some cases—especially in villages—their location seems to be determined by the worth, or rather by the *worthlessness* of the ground on which they stand—that being selected which is of the least value for any other purpose. Seldom or never do we see our school-houses surrounded by trees or shrubbery, to serve the purpose which they might serve so well—that of delighting the eye, gratifying the taste, and contributing to the physical comfort, by shielding from the scorching sun of summer, and breaking the bleak winds of winter. And from buildings thus situated and thus exposed, pupils are turned out into the streets for their sports, and for other purposes still more indispensable. What better results could be expected under such a system than that our 'girls should become hoydens and our boys blackguards?' Indeed it would be a happy event, if in no case results still more melancholy and disastrous than this were realized.

MAINE.

EXTRACT from a special "*Report of the Secretary of the Board of Education, upon the subject of School-Houses.*"

"It is worthy of note, and of most serious consideration, that a majority of the returns speak of ill-constructed school-houses as one of the most prominent 'defects in the practical operation of the law establishing common-schools.' The strength and uniformity of the language made use of, as well as the numerous applications to the members of the board, and their secretary, for information upon this subject, leave no room for doubt as to the existence of a wide-spread evil; an evil, the deleterious influence of which, unless it is reformed, and that speedily, is not to be con-

fined to the present generation, but must be entailed upon posterity. In remarking upon this subject, as long ago as 1832, it was said by the board of censors of the American Institute of Instruction, that 'if we were called upon to name the most prominent defect in the schools of our country; that which contributes most, directly and indirectly, to retard the progress of public education, and which most loudly calls for a prompt and thorough reform, it would be the want of spacious and convenient school-houses.' From every indication, there is reason to believe that the remark is applicable to our school-houses, in their present condition, as it was when made."

RHODE ISLAND.

EXTRACTS from "*Report on the condition and improvement of the Public Schools of Rhode Island, submitted Nov. 1, 1845, by Henry Barnard, Commissioner of Public Schools.*"

"Of these, (three hundred and twelve school-houses visited,) twenty-nine were owned by towns in their corporate capacity; one hundred and forty-seven by proprietors; and one hundred and forty-five by school districts. Of two hundred and eighty school-houses from which full returns were received, including those in Providence, twenty-five were in very good repair; sixty-two were in ordinary repair; and eighty-six were pronounced totally unfit for school purposes; sixty-five were located in the public highway, and one hundred and eighty directly on the line of the road, without any yard, or out-buildings attached; and but twenty-one had a play-ground inclosed. In over two hundred school-rooms, the average height was less than eight feet, without any opening in the ceiling, or other effectual means for ventilation; the seats and desks were calculated for more than two pupils, arranged on two or three sides of the room, and in most instances, where the results of actual measurement were given, the highest seats were over eighteen inches from the floor, and the lowest, except in twenty-five schools, were ever fourteen inches for the youngest pupils, and these seats were unprovided with backs. Two hundred and seventy schools were unfurnished with a clock, black-board, or thermometer, and only five were provided with a scraper and mat for the feet."

MICHIGAN.

EXTRACTS from "*Annual Report of the Superintendent (Hon. Ira Mayhew) of Public Instruction of the State of Michigan, submitted December 10, 1847.*"

"In architectural appearance, school-houses have more resembled barns, sheds for cattle, or mechanic shops, than Temples of Science,—windows are broken—benches are mutilated—desks are cut up—wood is unprovided—out-buildings are neglected—obscene images and vulgar delineations meet the eye without and within—the plastering is smoked and patched—the roof is so open as to let in a flood of water in a storm, sufficient to drown out a school, were not the floor equally open."

We close this mass of testimony as to the deplorable condition of the common, or public school-houses in States where public instruction has received the most attention, with an extract from a "*Report on School-houses, published by order of the Directors of the Essex County Teachers' Association in 1833.*"

"There is one subject more to which we must be permitted to refer. One in which the morals of the young are intimately connected, one in which parents, instructors, and scholars, should unite their efforts to produce a reform; there should be nothing in or about school-houses, calculated to defile the mind, corrupt the heart, or excite unholy and forbidden appetites; yet considering the various character of those brought together in our public schools, and considering also how inventive are corrupt minds, in exhibiting openly the defilement which reigns within, we do not know but we must expect that school-houses, as well as other public buildings, and even fences, will continue to bear occasional marks both of lust and profaneness. But we must confess that the general apathy which apparently exists on this subject, does appear strange to us. It is a humbling fact, that in many of these houses, there are highly indecent, profane, and libidinous marks, images and expressions, some of which are spread out in broad characters on the walls, where they unavoidably meet the eyes of all who come into the house, or being on the outside, salute the traveler as he passes by, wounding the delicate, and annoying the moral sensibilities of the heart. While there is still a much greater number in smaller character, upon the tables and seats of the students, and even in some instances, of the instructors, constantly before the eyes of those who happen to occupy them. How contaminating these must be, no one can be entirely insensible. And yet how unalarmed, or if not entirely unalarmed, how little is the mind of community directed to the subject, and how little effort put forth to stay this fountain of corruption. We will mention as evidence of the public apathy, one house which we suppose is this day, it certainly was a few months since, defiled by images and expressions of the kind referred to, spread out in open observation upon its walls, which are known to have been there for eight or ten years. In this building during all this time, the summer and winter schools have been kept; here the district have held their business meetings; here frequently has been the singing-school; here, too, religious meetings have often been held; here, too, the school committee, the fathers, mothers, and friends of the children, have come to witness the progress of their children in knowledge and virtue; all of whom must have witnessed, and been ashamed of their defilement, and yet no effectual effort has been put forth to remove them. Such things ought not to be; they can, to a considerable extent, be prevented. The community are not therefore altogether clear in this matter.

We will close these remarks by observing that after an extensive and careful examination of the state of a great number of school-houses in this and other States, we are constrained to believe, that in regard to accommodation, the convicts in the State Prisons, except those condemned to solitary and perpetual confinement, and we are not certain that in all cases these should be excepted, are better provided for, than the dear children of New England, the glory of the present, and the hope of the coming age. And when we regard the deleterious effect which the want of accommodation and other imperfections in and about these buildings, must have upon the growth, health, and perfectness of the bodily system, upon the mental and moral power, upon the tender and delicate feeling of the heart, we must suppose there is as pressing a call for the direct interference of the wise and benevolent, to produce an improvement, as there is for the efforts of the Prison Discipline Society, or for many of the benevolent exertions of the day. And we do most solemnly and affectionately call upon all, according to their situation in life, to direct their attention to the subject; for the bodies, the minds, the hearts of the young and rising generation require this. It is a service due to the present and future generation. A service due to their bodies and souls."

II. GENERAL PRINCIPLES OF SCHOOL ARCHITECTURE.

1. A location, healthy, accessible from all parts of the district; retired from the dust, noise, and danger of the highway; attractive, from its choice of sun and shade, and commanding, in one or more directions, the cheap, yet priceless educating influences of fine scenery.

2. A site large enough to admit of a yard in front of the building, either common to the whole school or appropriated to greensward, flowers and shrubbery, and two yards in the rear, one for each sex, properly inclosed, and fitted up with rotary swings, and other means of recreation and exercise, and with privies, which a civilized people never neglect.

3. Separate entrances to the school-room for each sex; each entrance distinct from the front door, and fitted up with scraper, mats, and old broom for the feet; with hooks, shelves, &c., for hats, overcoats, over-shoes, and umbrellas; with sink, pump, basin and towels, and with brooms and duster, and all the means and appliances necessary to secure habits of order, neatness and cleanliness.

4. School-room, in addition to the space required by aisles and the teacher's platform, sufficient to accommodate with a seat and desk, not only each scholar in the district who is in the habit of attending school, but all who may be entitled to attend; with verge enough to receive the children of industrious, thoughtful, and religious families, who are sure to be attracted to a district which is blessed with a good school-house and a good school.

5. At least one spare room for recitation, library, and other uses, to every school-room, no matter how small the school may be.

6. An arrangement of the windows, so as to secure one blank wall, and at the same time, the cheerfulness and warmth of the sunlight, at all times of the day, with arrangements to modify the same by blinds, shutters, or curtains.

7. Apparatus for warming, by which a large quantity of pure air from outside of the building can be moderately heated, and introduced into the room without passing over a red-hot iron surface, and distributed equally to different parts of the room.

8. A cheap, simple, and efficient mode of ventilation, by which the air in every part of a school-room, which is constantly becoming vitiated by respiration, combustion, or other causes, may be constantly flowing out of the room, and its place filled by an adequate supply of fresh air drawn from a pure source, and admitted into the room at the right temperature, of the requisite degree of moisture, and without any perceptible current.

9. A desk with at least two feet of top surface, and in no case for more than two pupils, inclined towards the front edge one inch in a foot, except two to three inches of the most distant portion, which should be level, and covered with cloth to prevent noise—fitted with an ink-pot (supplied with a lid and a pen-wiper,) and a slate, with a pencil-holder and a sponge attached, and supported by end-pieces or

stanchions, curved so as to be convenient for sweeping, and to admit of easy access to the seat—these of varying heights for small and large pupils, the front edge of each desk being from seven to nine inches (seven for the lowest and nine for the highest,) higher than the front edge of the seat or chair attached.

10. A chair or bench for each pupil, and in no case for more than two, unless separated by an aisle, with a seat hollowed like an ordinary chair, and varying in height from ten to seventeen inches from the outer edge to the floor, so that each pupil, when properly seated, can rest his feet on the floor without the muscles of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back, rising above the shoulder-blades.

11. An arrangement of the seats and desks, so as to allow of an aisle or free passage of at least two feet around the room, and between each range of seats for two scholars, and so as to bring each scholar under the supervision of the teacher.

12. Arrangements for the teacher, such as a separate closet for his overcoat, &c., a desk for his papers, a library of books of reference, maps, apparatus, and all such instrumentalities by which his capacities for instruction may be made in the highest degree useful.

13. Accommodations for a school library for consultation and circulation among the pupils, both at school and as a means of carrying on the work of self-education at their homes, in the field, or the workshop, after they have left school.

14. A design in good taste and fit proportion, in place of the wretched perversions of architecture, which almost universally characterize the district school-houses of New England.

15. While making suitable accommodation for the school, it will be a wise, and, all things considered, an economical investment, on the part of many districts, to provide apartments in the same building, or in its neighborhood, for the teacher and his family. This arrangement will give character and permanence to the office of teaching, and at the same time secure better supervision for the school-house and premises, and more attention to the manners of the pupils out of school. Provision for the residence of the teacher, and not unfrequently a garden for his cultivation, is made in connection with the parochial schools in Scotland, and with the first class of public schools in Germany.

16. Whenever practicable, the privies should be disconnected from the play-ground, and be approached from a covered walk. Perfect seclusion, neatness and propriety should be strictly observed in relation to them.

17. A shed, or covered walk, or the basement story paved under feet, and open for free circulation of air for the boys, and an upper room with the floor deafened and properly supported for calisthenic exercises for the girls, is a desirable appendage to every school.

As many of the houses described are provided with very inadequate means of warming and ventilation, the following summary of the principles, which ought to be regarded in all arrangements for

these objects, is given as the result of much observation, reflection, and experience.

1. The location of the school-house must be healthy, and all causes,—such as defective drains, stagnant water, decaying animal or vegetable substances, and manufactures, whose operations evolve offensive and deleterious gases,—calculated to vitiate the external atmosphere, from which the air of the school-room is supplied, must be removed or obviated.

2. The means provided for ventilation must be sufficient to secure the object, independent of doors and windows, and other lateral openings, which are intended primarily for the admission of light, passage to and from the apartment, and similar purposes. Any dependence on the opening of doors and windows, except in summer, will subject the occupants of the room near such points to currents of cold air when the pores of the skin are open, and when such extreme and rapid changes of temperature are particularly disagreeable and dangerous.

3. Any openings in the ceiling for the discharge of vitiated air into the attic, and hence to the exterior of the building, or by flues carried up in the wall, no matter how constructed or where placed, cannot be depended on for purposes of ventilation, unless systematic arrangements are adopted to effect, in concert with such openings, the introduction and diffusion of a constant and abundant supply of pure air, in the right condition as to temperature and moisture.

4. All stoves, or other heating apparatus, standing in the apartment to be warmed, and heating only the atmosphere of that apartment, which is constantly becoming more and more vitiated by respiration and other causes, are radically defective, and should be altogether, without delay, and forever discarded.

5. Any apparatus for warming pure air, before it is introduced into the school-room, in which the heating surface becomes *red-hot*, or the air is warmed above the temperature of boiling water, is inconsistent with true ventilation.

6. To effect the combined objects of warming and ventilation, a large quantity of moderately heated air should be introduced in such a manner as to reach every portion of the room, and be passed off by appropriate openings and flues, as fast as its oxygen is exhausted, and it becomes vitiated by carbonic acid gas, and other noxious qualities.

7. The size and number of the admission flues or openings will depend on the size of the school-room, and the number of persons occupying the same; but they should have a capacity to supply every person in the room with at least five cubic feet of air per minute. Warm air can be introduced at a high as well as a low point from the floor, provided there is an exhaustive power in the discharging flues sufficient to secure a powerful ascending current of vitiated air from openings near the floor.

8. Openings into flues for the discharge of vitiated air, should be made at such points in the room, and at such distances from the openings for the admission of pure warm air, that a portion of the

warm air will traverse every part of the room, and impart as much warmth as possible, before it becomes vitiated and escapes from the apartment.

These openings can be made near the floor, at points most distant from the admission flues, provided there is a fire draught, or other power operating in the discharging flues, sufficient to overcome the natural tendency of the warm air in the room to ascend to the ceiling; otherwise they should be inserted in or near the ceiling.

Openings at the floor are recommended, not because carbonic acid gas, being heavier than the other elements of atmospheric air, settles to the floor, (because, owing to the law of the diffusion of gases among each other, carbonic acid gas will be found equally diffused through the room,) but because, when it can be drawn off at the floor, it will carry along with it the cold air which is admitted by open doors, and at cracks and crevices, and also the offensive gases sometimes found in school-rooms.

9. All openings, both for the admission and discharge of air, should be fitted with valves and registers, to regulate the quantity of air to pass through them. The quantity of air to be admitted should be regulated before it passes over the heating surface; otherwise, being confined in the air chamber and tubes, the excessive heat will cause much injury to the pipes and the woodwork adjoining.

10. All flues for ventilation, not intended to act in concert with some motive power, such as a fan, a pump, the mechanism of a clock, a fire-draught, a jet of steam, &c., but depending solely on the spontaneous upward movement of the column of warm air within them, should be made large, (of a capacity equal to at least 18 inches in diameter,) tight, (except the openings at the top and bottom of the room;) smooth, (if made of boards, the boards should be seasoned, matched, and planed; if made of bricks, the flue should be round, and finished smooth,) and carried up on the inside of the room, or in the inner wall, with as few angles and deviations from a direct ascent as possible, above the highest point of the roof.

11. All flues for the discharge of vitiated air, even when properly constructed and placed, and even when acting in concert with a current of warm air flowing into the room, should be supplied with some simple, reliable exhaustive power, which can be applied at all seasons of the year, and with a force varying with the demands of the season, and the condition of the air in the apartment.

12. The most simple, economical, and reliable motive power available in most school-houses is heat, or the same process by which the natural upward movements of air are induced and sustained. Heat can be applied to the column of air in a ventilating flue,

1. By carrying up the ventilating flue close beside, or even within the smoke flue, which is used in connection with the heating apparatus.

2. By carrying up the smoke-pipe within the ventilating flue, either the whole length, or in the upper portion only. In a small school-room, the heat from the smoke-pipe carried up for a few feet only in the ventilating flue before it projects above the roof, is a

motive power sufficient to sustain a constant draught of cool and vitiated air, into an opening near the floor.

3. By kindling a fire at the bottom, or other convenient point in the ventilating flue

If the same flue is used for smoke from the fire, and vitiated air from the apartment, some simple self-acting valve or damper should be applied to the opening for the escape of the vitiated air, which shall close at the slightest pressure from the inside of the flue, and thus prevent any reverse current, or down draught, carrying smoke and soot into the apartment.

4. By discharging a jet of steam, or a portion of warm air from the furnace, or other warming apparatus, directly into the ventilating flue.

Any application of heat by which the temperature of the air in the ventilating flue can be raised above the temperature of the apartment to be ventilated, will cause a flow of air from the apartment to sustain the combustion, (if there is a fire in the flue,) and to supply the partial vacuum in the flue, which is caused by the rarefaction of the air in the same.

In all school buildings, when several apartments are to be ventilated, the most effectual, and, all things considered, the most economical, mode of securing a motive power, is to construct an upright brick shaft or flue, and in that to build a fire, or carry up the smoke-pipe of the stove, furnace, or other warming apparatus; and then to discharge the ventilating flues from the top or bottom of each apartment, into this upright shaft. The fire draught will create a partial vacuum in this shaft, to fill which, a draught will be established upon every room with which it is connected by lateral flues. Whenever a shaft of this kind is resorted to, the flues for ventilation may be lateral, and the openings into them may be inserted near the floor.

13. With a flue properly constructed, so as to facilitate the spontaneous upward movement of the warm air within it, and so placed that the air is not exposed to the chilling influence of external cold, a turncap, constructed after the plan of Emerson's Ejector, or Mott's Exhausting Cowl, will assist the ventilation, and especially when there are any currents in the atmosphere. But such caps are not sufficient to overcome any considerable defects in the construction of the ventilating flues, even when there is much wind.

14. The warming and ventilation of a school-room will be facilitated by applying a double sash to all windows having a northern and eastern exposure.

15. In every furnace, and on every stove, a capacious vessel well supplied with fresh water, and protected from the dust, should be placed.

16. Every school-room should be furnished with two thermometers placed on opposite sides in the room, and the temperature in the winter should not be allowed to attain beyond 68° Fahrenheit at a level of four feet from the floor, or 70° at the height of six feet.

17. The necessity for ventilation in an occupied apartment is not obviated by merely reducing the atmosphere to a low temperature.

In the following pages will be found plans and descriptions of a few of the best school-houses, which have been recently erected in Rhode Island and Connecticut, for schools of different grades, from designs or directions furnished by the author of this treatise. They are not presented as faultless specimens of school architecture, but as embracing, each, some points of excellence, either in style, construction, or arrangement. Although the author, as Commissioner of Public Schools for Rhode Island, was consulted in almost every instance by the local building committee, and was always gratified in having opportunities to furnish plans, or make suggestions,—yet he was seldom able to persuade the committee, or the carpenters, to carry out his plans and suggestions thoroughly. Something would be taken from the height, or the length, or the breadth;—some objections would be made to the style of the exterior or the arrangement of the interior;—and particularly the plans recommended for securing warmth and ventilation were almost invariably modified, and in very many instances entirely neglected. He desires, therefore, not to be held responsible for the details of any one house as it now stands,—for being thus held responsible, he should probably receive credit for improvements which others are as much entitled to as himself, and should in more instances be held accountable for errors of taste, and deficiencies in internal arrangements, against which he protested with those having charge of the building. He wishes the reader to bring all the plans published in this volume, no matter by whom recommended, or where erected, to the test of the principles which have just been briefly set forth. If in any particular they fall short of the standard therein established, so far they differ from the designs which the author would try to see followed in houses erected under his own eye. But with some reservation, most of the school-houses recently erected in Rhode Island can be pointed to as embracing many improvements in school architecture. Although the last state in New England to enter on the work of establishing a system of common schools, it is believed, she has now a system in operation not inferior in efficiency to any of her sister states. Be that as it may, Rhode Island can now boast of more good school-houses, and fewer poor ones, in proportion to the whole number, than any other State—more than one hundred and fifty thousand dollars having been voluntarily voted for this purpose in less than three years, by school districts, not including the city of Providence. The few poor houses which remain, if they can resist much longer the attacks of the elements, cannot stand up against the accumulating weight of public condemnation.

To Mr. Thomas A. Teft, of Providence, much credit is due for the taste which he has displayed in the designs furnished by him, and for the elevations which he drew for plans furnished or suggested by the Commissioner. He should, not, however, be held responsible for the alterations made in his plans by the committees and carpenters having charge of the erection of the buildings after plans furnished by him.

III. PLANS OF SCHOOL-HOUSES.

In determining the details of construction and arrangement for a school-house, due regard must, of course, be had to the varying circumstances of country and city, of a large and a small number of scholars, of schools of different grades, and of different systems of instruction.

1. In by far the largest number of country districts as they are now situated, there will be but one school-room, with a smaller room for recitations and other purposes needed. This must be arranged and fitted up for scholars of all ages, for the varying circumstances of a summer and of a winter school, and for other purposes, religious and secular, than those of a school, and in every particular of construction and arrangement, the closest economy of material and labor must be studied. A union of two or more districts for the purpose of maintaining in each a school for the younger children, and in the center of the associated districts a school for the older children of all or, what would be better, a consolidation of two or more districts into one, for these and all other school purposes, would do away with the almost insuperable difficulties which now exist in country districts, in the way of comfortable and attractive school-houses, as well as of thoroughly governed and instructed schools.

2. In small villages, or populous country districts, at least two school-rooms should be provided, and as there will be other places for public meetings of various kinds, each room should be appropriated and fitted up exclusively for the use of the younger or the older pupils. It is better, on many accounts, to have two schools on the same floor, than one above the other.

3. In large villages and cities, a better classification of the schools can be adopted, and, of course, more completeness can be given to the construction and arrangement of the buildings and rooms appropriated to each grade of schools. This classification should embrace at least three grades—viz. Primary, with an infant department; Secondary, or Grammar; Superior, or High Schools. In manufacturing villages, and in certain sections of large cities, regularly organized Infant Schools should be established and devoted mainly to the culture of the morals, manners, language and health of very young children.

4. The arrangement as to supervision, instruction and recitations, must have reference to the size of the school; the number of teachers and assistants; the general organization of the school, whether in one room for study, and separate class rooms for recitation, or the several classes in distinct rooms under appropriate teachers, each teacher having specified studies; and the method of instruction pursued, whether the mutual, simultaneous, or mixed.

Since the year 1830, and especially since 1838, much ingenuity has been expended by practical teachers and architects, in devising and perfecting plans of school-houses, with all the details of construction and fixtures, modified to suit the varied circumstances enumerated above, specimens of which, with explanations and descriptions, will be here given.

PLANS OF SCHOOL-HOUSES WITH ONE SCHOOL-ROOM.

THE largest number of school-houses which are erected with but one school-room, are intended for District, or for Primary Schools.

DISTRICT SCHOOL.

By a District School, in this connection, is understood a public school open to all the children of the district, of both sexes, and of the school age recognized by the practice of the district, or the regulations of the school committee of the town to which such district belongs. It is an unclassified school, and is taught in one apartment, by one teacher, usually without any assistance even from older pupils of the school. It varies in the character of its scholars, and its methods of instruction, from summer to winter, and from winter to summer. In summer, the younger children and classes in the elementary studies predominate, and in the winter the older pupils, and classes in the more advanced studies, whilst some of both extremes, as to age and studies, are to be found in both the winter and summer session of the district school. This variety of ages and studies, and consequent variety of classes, increased by the irregularity of attendance, is not only a serious hinderance to the proper arrangement, instruction and government of the school, but presents almost insuperable obstacles to the appropriate construction and furniture of the school-house, which is too often erected on the smallest possible scale of size and expense. A vast amount of physical suffering and discomfort to the pupils is the necessary result of crowding the older and younger pupils into a small apartment, without seats and furniture appropriate to either, and especially when no precaution has been taken to adapt the supply and arrangements of seats and desks according to the varying circumstances of the same school in winter and summer. In every district, or unclassified school, the school-room should be fitted up with seats and desks for the older and younger pupils, sufficient to accommodate the maximum attendance of each class of scholars at any season of the year. And if this cannot be effected, and only a sufficient number of seats can be secured to accommodate the highest number of both sexes in attendance at any one time, then in winter the seats and desks for the smaller children should be removed to the attic, and their place supplied by additional seats and desks for the older pupils; and in summer this arrangement should be reversed.

PRIMARY SCHOOLS.

By a Primary School, in our American School Systems, is understood, not generally an Elementary School, embracing a course of instruction for the great mass of the children of the community

under fourteen years of age—but specifically, that class or grade of schools which receive only the youngest pupils, and those least advanced in their studies.

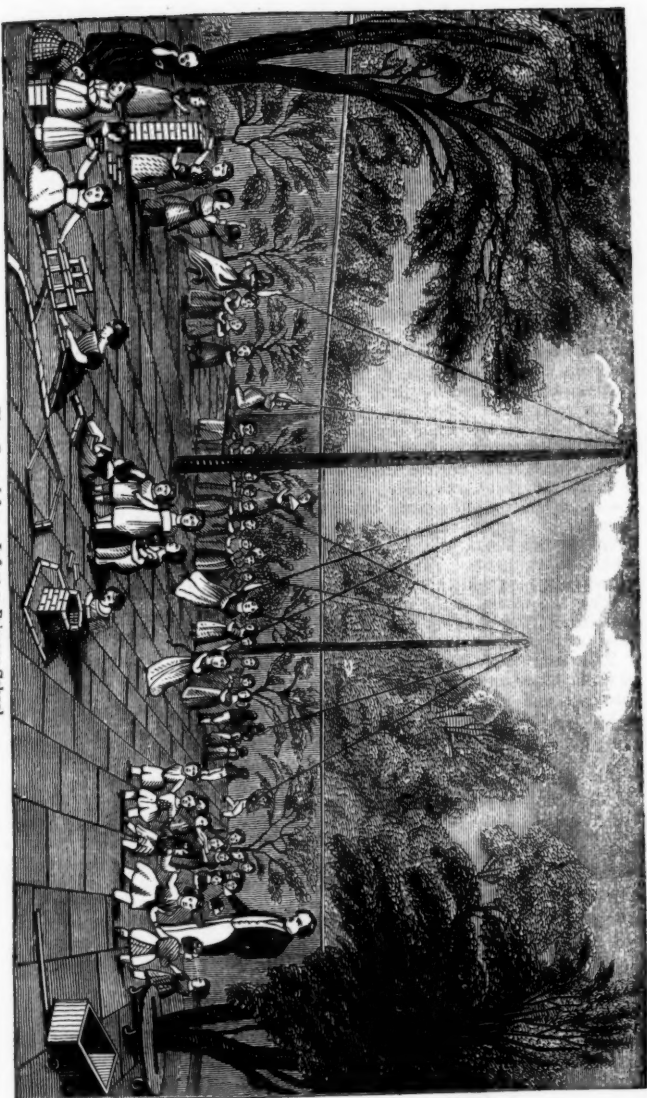
Any scheme of school organization will be imperfect which does not include special arrangements for the systematic training and instruction of very young children, especially in all cities, manufacturing villages, and large neighborhoods. Among the population of such places, many parents are sure to be found, who, for want of intelligence or leisure, of constancy and patience, are unfitted to watch the first blossoming of the souls of their children, and to train them to good physical habits, virtuous impulses, and quick and accurate observations; to cleanliness, obedience, openness, mutual kindness, piety, and all the virtues which wise and far-seeing parents desire for their offspring. The general result of the home training of the children of such parents, is the neglect of all moral culture when such culture is most valuable; and the acquisition of manners, personal habits, and language, which the best school training at a later period of life can with difficulty correct or eradicate. To meet the wants of this class of children, Halls of Refuge and Infant Schools were originally instituted by Oberlin, Owen, and Wilderspin, and now constitute under these names, or the names of Primary Schools, or Primary Departments, a most important branch of elementary education, whether sustained by individual charity, or as part of the organization of public instruction.

No one at all acquainted with the history of education in this country, can doubt that the establishment of the Primary School for children under six years of age, in Boston, in 1818, as a distinct grade of schools, with the modifications which it has since received there, and elsewhere, from the principles and methods of the Infant School system, has led to most important improvements in the quality and quantity of instruction in our public schools, and the sooner a Primary School properly organized, furnished and managed, can be established in every large neighborhood, and especially in the "infected districts" of cities and manufacturing villages, the more rapid and more thorough will be the progress of education. Its doors should stand wide open to receive such children as are abandoned by orphanage, or, worse than orphanage, by parental neglect and example, to idle, vicious, and pilfering habits, before the corruptions incident to their situation have struck deep into their moral nature, and before they have fallen under the alluring and training influences and instruction of bad boys who infest such regions, polluting the atmosphere by their profane and vulgar speech, and participating in every street brawl and low-bred riot. From all such influences, the earlier the children of the poor and the ignorant are withdrawn, and placed under the care and instruction of an Infant or Primary School, the better it will be for them and for society. But in every locality the Primary School should be established, and brought as near as possible to the homes of the children, in order to secure their early and regular attendance, and to relieve the anxiety of parents for their safety on their way to and from

school. The peculiarities of play-ground, school-room, and teachers required for this class of schools, should be carefully studied, and promptly and liberally provided. The school-room should be light, cheerful, and large enough for the evolutions of large classes,—furnished with appropriate seats, furniture, apparatus, and means of visible illustration, and having a retired, dry, and airy play-ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery, and shade-trees, which they should be taught to love and respect. The play-ground is as essential as the school-room for a Primary School, and is indeed the uncovered school-room of physical and moral education, and the place where the manners and personal habits of children can be better trained than elsewhere. With them, the hours of play and study, of confinement and recreation, must alternate more frequently than with older pupils.

To teach these schools properly, to regulate the hours of play and study so as to give variety, vivacity, and interest to all of the exercises, without over-exciting the nervous system, or overtaking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to preserve and quicken a tenderness and sensibility of conscience as the instinctive monitor of the approach of wrong,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready, and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons on the properties and classification of objects, the cultivation of the intellectual faculties,—to do all these things and more, require in the teacher a rare union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, “in whose own hearts, love, hope, and patience have first kept school,” and whose laps seem always full of the blossoms of knowledge, to be showered on the heads and hearts of infancy and childhood. In the right education of early childhood, must we look for a corrective of the evils of society in our large cities and manufacturing villages, and for the beginning of a better and higher civilization than has yet blessed our world. The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with patience to begin every morning, with but little, if any, perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause.

THE following plan of a Play Ground for an Infant or Primary School is copied from “*Wilderspin's Early Education*.” We should prefer to see an accomplished female teacher presiding over the scene.



Play Ground for an Infant or Primary School.

The chief requisites in an infant-school play-ground are the following: A Climbing Stand; a Horizontal Bar; Parallel Bars; Wooden Swings; a Double Inclined Plane.

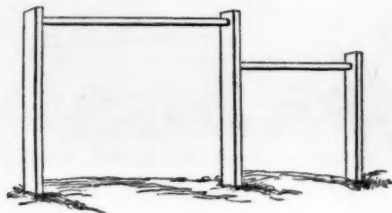
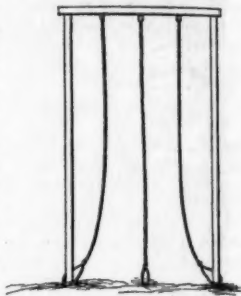
The Climbing Stand consists essentially of a frame-work of poles, which support ropes for climbing. One of the most simple and economical is made of two ordinary scaffold poles, planed smooth and painted, which support a transverse beam having hooks, to which the ropes are attached.

The dimensions may be as follows: Length of perpendicular poles, 15 feet, of which 4 feet are sunk in the ground; circumference of poles at the surface of the ground, 14 inches; length of transverse beam at top, 9 feet. To this beam are attached, by screwing in, two iron hooks, which support the ropes; these are 1½ inches in diameter, to afford a firm grasp to the hand. In order that the ropes may not wear through where attached to the hooks, they are spliced round an iron ring, which is grooved on the outer surface to give a firmer hold to the rope. Both the ropes should be attached to the bottom of the poles so as to hang loosely: if not fastened at the bottom, the children use them as swings while clinging to them, and are apt to injure themselves by falling, or others by coming violently in contact with them.

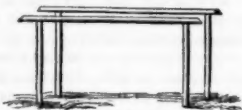
No apparatus is more advantageous: it is economical in its erection, and not liable to get out of order; it affords exercise to a number of children at the same time, a succession being constantly engaged in climbing and descending the ropes and poles; the muscular exertion is not violent, but decidedly beneficial, expanding the chest, and giving power and freedom of motion to the arms. This exercise is also quite free from danger, the children never advancing higher up the ropes than they feel themselves secure. During the seven years the Home and Colonial Infant-school has been established, 200 children have been the average attendance, but no accidents have occurred from the use of the climbing-stand.

The Horizontal Bar consists of a wooden bar formed of beech, red deal, or some other tough wood not apt to splinter or warp, about three inches in diameter, and usually six feet long, turned or planed round and smooth, in order that the hands may not be blistered by the friction.

Every play-ground should possess two or three of these useful additions; one 6 feet from the ground, another 5 feet, and a third 4 feet high,—each one being supported and fixed firmly by a post at both ends. Or they may be arranged so that four posts will support the three bars. The exercises performed on the horizontal bars consist in the child remaining suspended by the arms and hands; in drawing the body up so as to look over the bar several times in succession; in traversing from one end of the bar to the other (suspended by the hands,) both backwards and forwards; in swinging the body whilst suspended from the bar.



The *Parallel Bar* consists of two bars placed parallel with one another, each being from 6 to 8 feet long, 4 inches deep by 2 inches wide, with the corners rounded off. The posts that support these bars in their position should be 18 inches apart. The bars should project four inches beyond the post.



Two sets of parallel bars are advantageous, one being 2 feet 9 inches high for the younger children, the other 4 feet high for the elder.

The exercises on these bars consist in supporting the body on the arms, one hand resting on each bar, and by moving each hand alternately, proceeding forwards and backwards along the bars; in swinging the body between the arms; and in springing over the bar on each side, both backwards and forwards.

The *Wooden Springs* afford a kind of exercise extremely popular with the younger children, who are not sufficiently active to take part in the other exercises. Each swing consists of two distinct parts: 1. A piece of 2-inch deal, 1 foot wide and 3 feet long, one end of which is sunk firmly in the ground, the other projecting 18 inches above the surface. At each edge of this piece is screwed on an iron plate, with an eye to receive the iron pivot on which the upper piece works. The upper, or horizontal piece, is made of 2-inch plank, 1 foot wide and 12 feet long. At each end of this piece three handles, formed of 1½-inch deal, are strongly mortised in, 1 foot apart, thus forming seats for three children at each end. Between the handles the plank should be rounded at the edges, so as to form an easy seat. At the under surface of each end a small block of wood is fixed, to prevent the plank wearing by striking the ground.

The above directions should be adhered to. If the support be made lower, the motion of the swing is much lessened; if the plank be made shorter, or the support higher, the swing approaches too nearly to the perpendicular, and serious accidents may ensue from the children being thrown violently from the seats. The whole should be made as stout as recommended, otherwise it is apt to break from the violent action.



The *Double Inclined Plane* is adapted more especially for the younger children. It consists merely of a support of two-inch deal, 1 foot wide, and projecting 3 feet from the ground. On this is laid the ends of two planks, each 12 feet long, 1 foot wide, and 1½ inch in thickness. On the upper surface of each plank may be nailed, at intervals of eight or ten inches, small cross-pieces, to prevent the feet slipping.

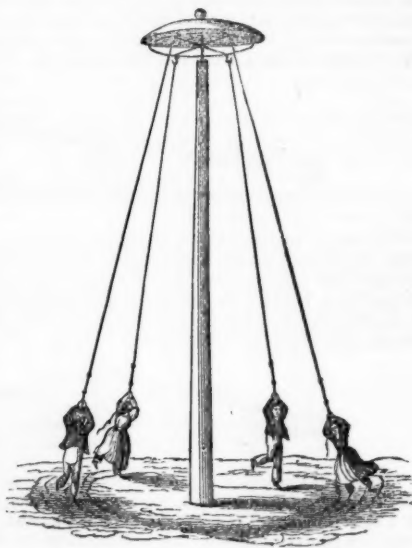


The use of the inclined plane is, that by ascending and descending it, children acquire a facility in balancing themselves. The exercise is beneficial, as it calls into action the muscles of the legs and even of the body. It also furnishes an excellent situation to jump from, as the children can themselves vary the height of the leap at pleasure.

The general use of all these various exercises is, that the different muscles of the body may be strengthened, and the children thus fitted for a future life of labor, and better prepared to escape in case of accidents.

The house should stand in a dry and airy situation, large enough to allow a spacious play ground. No pains should be spared on this principal and paramount department of a proper infant school. The more extensive the ground may be, the better; but the smallest size for 200 children ought to be 100 feet in length, by at least 60 in breadth. It should be walled round, not so much to prevent the children from straying, as to exclude intruders upon them, while at play: for this purpose, a wall or close paling, not lower than six feet high, will be found sufficient. With the exception of a flower border, from four to six feet broad all round, lay the whole ground, after leveling and draining it thoroughly, with small *binding* gravel, which must be always kept in repair, and well swept of loose stones. Watch the gravel, and prevent the children making holes in it to form pools in wet weather; dress the flower border, and keep it always neat; stock it well with flowers and shrubs, and make it as gay and beautiful as possible. Train on the walls cherry and other fruit trees and currant bushes; place some ornaments and tasteful decorations in different parts of the border—as a honeysuckle bower, &c., and separate the dressed ground from the graveled area by a border of strawberry plants, which may be protected from the feet of the children by a skirting of wood on the outside, three inches high, and painted green, all round the ground. Something even approaching to elegance in the dressing and decking of the playground, will afford a lesson which may contribute to refinement and comfort for life. It will lead not only to clean and comfortable dwellings, but to a taste for decoration and beauty, which will tend mainly to expel coarseness, discomfort, dirt, and vice, from the economy of the humbler classes.

For the excellent and safe exercise afforded by the *Rotary Swing*, erect, at the distance of thirty feet from each other, two posts or masts, from sixteen to eighteen feet high above the ground; nine inches diameter at the foot, diminishing to seven and a half at top; of good well-seasoned, hard timber; charred with fire, about three feet under ground, fixed in sleepers, and bound at top with a strong iron hoop. In the middle of the top of the post is sunk perpendicularly a cylindrical hole, ten inches deep, and two inches in diameter, made strong by an iron ring two inches broad within the top, and by a piece of iron an inch thick to fill up the bottom, tightly fixed in. A strong pivot of iron, of diameter to turn easily in the socket described, but with as little lateral play as possible, is placed vertically in the hole, its upper end standing 4 inches above it. On this pivot, as an axle, and close to the top of the post, but so as to turn easily, is fixed a wheel of iron, twenty-four inches diameter, strengthened by four



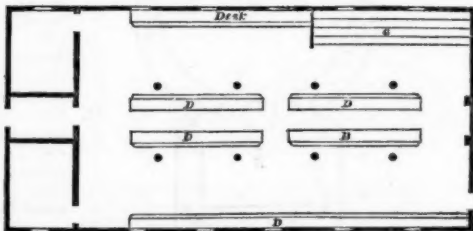
Rotary Swing.

spokes, something like a common roasting-jack wheel, but a little larger. The rim should be flat, two inches broad, and half an inch thick. In this rim are six holes or eyes, in which rivet six strong iron hooks, made to turn in the holes, to prevent the rope from twisting. To these hooks are fixed six well-chosen ropes, an inch diameter, and each reaching down to within two feet of the ground, having half-a-dozen knots, or small wooden balls, fixed with nails, a foot from each other, beginning at the lower extremity, and ascending to six feet from the ground. A tin cap, like a lamp cover, is placed on the top of the whole machine, fixed to the prolongation of the pivot, and a little larger than the wheel, to protect it from wet. To this, or to the wheel itself, a few waggoners' bells appended, would have a cheerful effect on the children. The operation of this swing must, from the annexed cut, be obvious. Four, or even six children, lay hold of a rope each, as high as they can reach, and, starting at the same instant, run a few steps in the circle, then suspend themselves by their hands, drop their feet and run again when fresh impulse is wanted; again swing round, and so on. A child of three or four years old, will often fly several times round the circle without touching the ground. There is not a muscle in the body which is not thus exercised; and to render the exercise equal to both halves of the body, it is important that, after several rounds in one direction, the party should stop, change the hands, and go round in the opposite direction. To prevent fatigue, and to equalize the exercise among the pupils, the rule should be, that each six pupils should have thirty or forty rounds, and resign the ropes to six more, who have counted the rotations.

Toys being discarded as of no use, or real pleasure, the only *plaything* of the playground consists of bricks for building, made of wood, four inches by two and one and a-half. Some hundreds of these, very equally made, should be kept in a large box in a corner of the ground, as the quieter children delight to build houses and castles with them; the condition, however, always to be, that they shall correctly and conscientiously replace in the box the full complement or *tale* of bricks they take out; in which rule, too, there is more than one lesson.

In a corner of the playground, concealed by shrubbery, are two water closets for the children, with six or eight seats in each; that for the boys is separate from, and entered by, a different passage from that for the girls. Supply the closets well with water, which, from a cistern at the upper end, shall run along with a slope under all the seats, into a sewer, or a pit in the ground. See that the closets are in no way misused, or abused. The eye of the teacher and mistress should often be here, for the sake both of cleanliness and delicacy. Mr. Wilderspin recommends the closets being built adjoining the small class-room, with small apertures for the teacher's eye in the class-room wall, covered with a spring lid, and commanding the range of the place. There is nothing in which children, especially in the humbler ranks, require more training.

The annexed cut represents an infant school-room, modified in a few unimportant particulars, from the ground plan recommended by Mr. Wilderspin in his "*Early Education*," published in 1840. The original plan embraces a dwelling for the



teacher's family, and two school-rooms, one for the boys and the other for the girls, each school having a gallery, class-room, and playground. The school-room is about 60 feet long by 38 wide, and the class-rooms each 13 ft. by 10. D. Desks and Seats. G. Gallery, capable of accommodating 100 children.

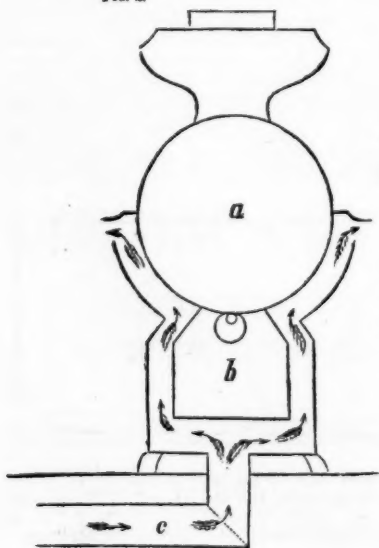
PLAN OF DISTRICT SCHOOL-HOUSE IN GLOUCESTER, R. I.



The above cut represents the front elevation of a new school-house erected in District No. 13, in the town of Gloucester, Rhode Island, which, for location, neatness, and proportion in the external appearance, mode of seating, warming and ventilation, can be consulted as a safe model for small agricultural districts. The cost of the building and furniture was \$600. The style and arrangement of the seats and desks is indicated in Figures 3 and 4. The end pieces are of cast iron, and so shaped, as to facilitate the sweeping of the room, and the pupils getting in and out of their seats, and at the same time are firmly attached to the floor by screws. This building is 30 feet by 20 feet.

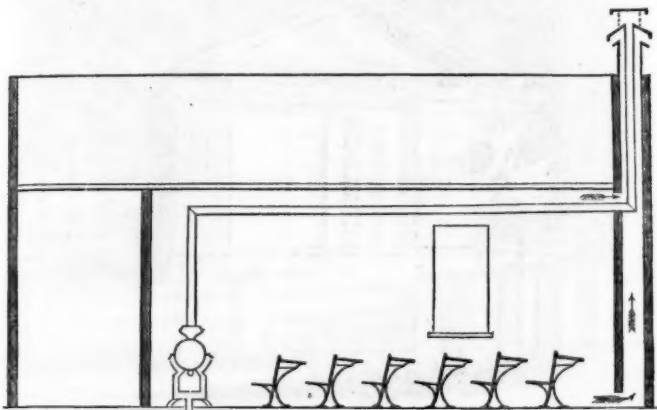
The room is heated by *Mott's Ventilating School Stove*, designed both for wood and hard coal. Fresh air is introduced from outside of the building by a flue beneath the floor, and is warmed by passing along the heated surfaces of the stove as indicated in the following section.

FIG. 2.



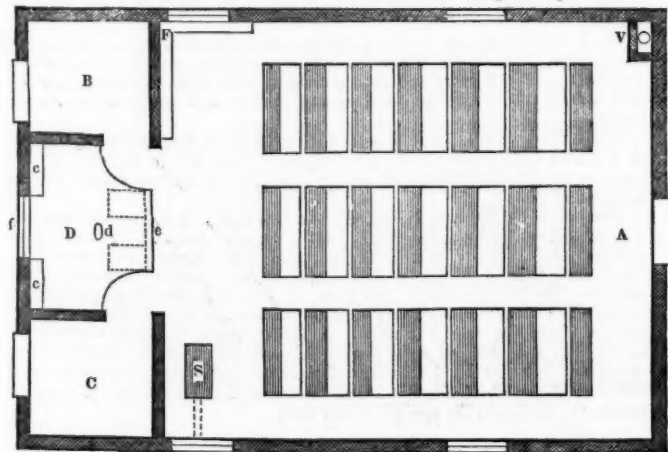
- A. A chamber, for coal or wood.
- B. A revolving grate with a cam motion, by which the ashes are easily detached and made to drop into the ash-pit below.
- C. Ash-pit, by which also the draught can be regulated, and the stove made an air-tight.
- D. Duct, or flue under the floor, by which fresh air from without is admitted under and around the stove, and circulates in the direction indicated by the arrows.

The smoke-pipe is carried in the usual way, high enough to prevent any injurious radiation of heat upon the heads of the pupils below, to the centre of the opposite end of the room, where, after passing through the ceiling, it enters the ventilating flue, which, commencing at the floor, is carried up through the attic and out above the roof, as shown in Figures 3 and 4. The heat of the smoke-pipe produces a lively upward current of the air in the upper portion of the ventilating flue, sufficient to draw off the lower stratum of air near the floor, and at the same time draw down, and diffuse equally through the room, the fresh air which is introduced and warmed by the stove at the opposite end.

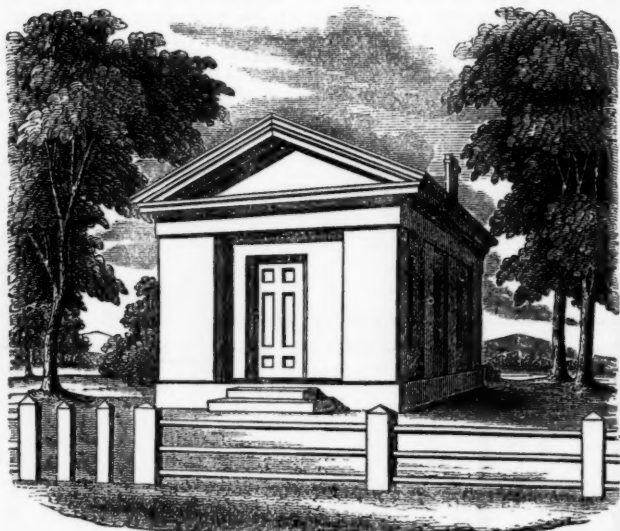


- A—Front entrance.
 B—Girls' Entrance and lobby.
 C—Boys' do. do.
 D—Teachers' platform.
 E—Seat and desk, for the pupils.
 S—Mott's ventilating school stove.
 V—Flue for ventilation.

- F—Seats for classes at recitation.
 d—Teacher's desk.
 e—Library of reference in front of teacher's desk.
 c—Closets for school library and apparatus.
 f—Fence dividing back yard.



PLAN AND DESCRIPTION OF SCHOOL-HOUSE IN WINDSOR, CT.

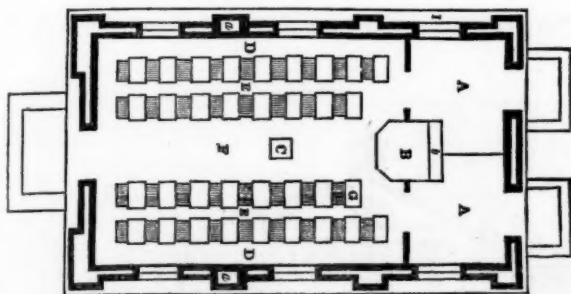


The building stands 60 ft. from the highway, near the center of an elevated lot which slopes a little to the south and east. Much the larger portion of the lot is in front, affording a pleasant play ground, while in the rear there is a woodshed, and other appropriate buildings, with a separate yard for boys and girls. The walls are of brick, and are hollow, so as to save expense in securing the antaes or pilasters, and to prevent dampness. This building is 33 ft. 6 inches long, 21 ft. 8 inches wide, and 18 ft. 9 inches high from the ground to the eaves, including 2 ft. base or underpinning.

The entries A A, one for boys and the other for girls, are in the rear of the building, through the woodshed, which, with the yard, is also divided by a partition. Each entry is 7 ft. 3 inches, by 9 ft. 3 inches, and is supplied with a scraper and mat for the feet, and shelves and hooks for outer garments.

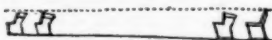
The school-room is 24 ft. 5 inches long, by 19 ft. 4 inches wide, and 15 ft. 6 inches high in the clear, allowing an area of 472 ft. including the recess for the teacher's platform, and an allowance of 200 cubic feet of air to a school of 36.

The teacher's platform B, is 5 ft. 2 inches wide, by 6 ft. deep, including 3 ft. of recess, and 9 inches high. On it stands a table, the legs of which are set into the floor, so as to be firm, and at the same time movable, in case the platform is needed for declamation, or other exercises of the scholars. Back of the teacher is a range of shelves, already supplied with a library of near 400 volumes, and a globe, outline maps, and other apparatus. On the top of the case is a clock. A blackboard 5 ft. by 4, is suspended on weights, and steadied by a groove on each end, so as to admit of being raised and lowered by the teacher, directly in front of the book case, and in full view of the whole school. At the bottom of the blackboard is a trough to receive the chalk and the sponge, or soft cloth.

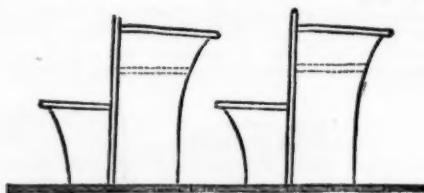


The passages *D D*, are 2 ft. wide, and extend round the room; *E E* are 15 inches, and allow of easy access to the seats and desks on either hand. *F* is 5 ft. 8 inches, and in the center stands an open-stove *C*, the pipe of which goes into one of the flues, *a*. The temperature is regulated by a thermometer.

Each pupil is provided with a desk *G*, and seat *H*, the front of the former, constituting the back or support of the latter, which slopes $2\frac{1}{2}$ inches in 16. The seat also inclines a little from the edge. The seats vary in height, from $9\frac{1}{2}$ inches to 17, the youngest children occupying those nearest the platform. The desks are 2 ft. long by 18 inches wide, with a shelf beneath for books, and a groove on the back side *b*, (Fig. 4) to receive a slate, with which each desk is furnished by the district. The upper surface of the desk, except 3 inches of the most distant portion, slopes 1 inch in a foot, and the edge is in the same perpendicular line with the front of the seat. The level portion of the desk has a groove running along the line of the



Top of Desk.



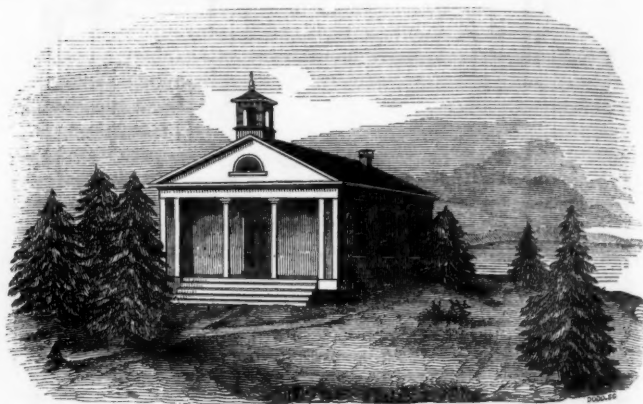
Section of Seat and Desk.

slope *a*, (Fig. 4) so as to prevent pencils and pens from rolling off, and an opening *c*, (Fig. 8) to receive an inkstand, which is covered by a metallic lid.

The windows, *I*, three on the north and three on the south side, contain each 40 panes of 8 by 10 glass, are hung (both upper and lower sash) with weights so as to admit of being raised or lowered conveniently. The sills are three feet from the floor. Those on the south side are provided with curtains and blinds.

The proper ventilation of the room is provided for by the lowering of the upper sash, and by an opening 14 inches by 18, near the ceiling, into a flue, (Fig. 2.) *a*, which leads into the open air. This opening can be enlarged, diminished, or entirely closed by a shutter controlled by a cord.

PLAN OF DISTRICT SCHOOL-HOUSE IN BARRINGTON, R. I.



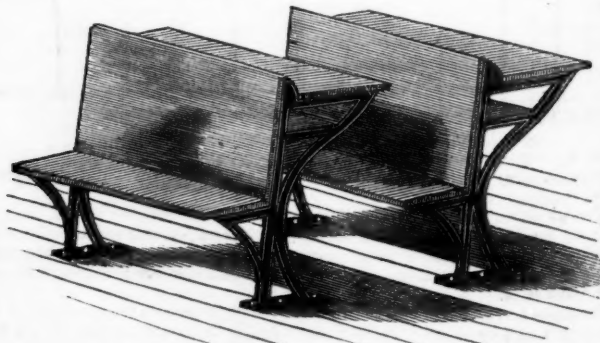
The above cut represents in perspective the new school-house in District No. 2, in the town of Barrington, Rhode Island—the most attractive, convenient, and complete structure of the kind in any agricultural district in the State—and, it is believed, in New England.

The house stands back from the highway in a lot, of an acre in extent, and commands an extensive view up and down Narraganset Bay, and of the rich cultivated fields for miles in every other direction.

The building is 40 feet long by 25 wide, and 12 feet high in the clear, and is built after working plans drawn by Mr. Telf, of Providence.

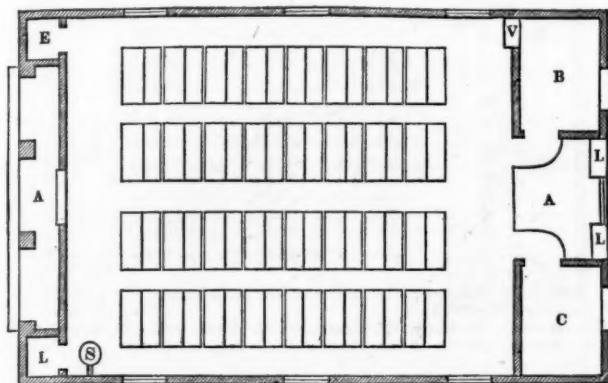
The school-room is calculated to accommodate 64 pupils, with seats and desks each for two pupils, similar to the following cut, and arranged as in Figure 3.

The end-piece, or supports, both of the desk and seat, are of cast-iron, and the wood-work is attached by screws. They are made of eight sizes, giving a seat from ten inches to seventeen, and a desk at the edge next to the scholar from seventeen to twenty-six inches from the floor.



Each pupil, when properly seated, can rest his feet on the floor without the muscle of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back.

The yards and entrance for the boys and girls are entirely separate, and each is appropriately fitted up with scraper, mats, broom, water-pails, sink, hooks and shelves.



- A—Front entrance.
- B—Girls' entrance and lobby, fitted up with mats, scrapers, hooks, shelves.
- C—Boys' entrance.
- D—Teacher's platform.
- S—Boston Ventilating Stove.
- V—Flue for ventilation surmounted, by Emerson's Ejector.
- L—Cases for library.
- E—Closets for apparatus, &c.

The school is well supplied with blackboards, maps, globes, and diagrams, and such other instrumentalities as are necessary and useful in the studies usually taught in a district school.

There is abundance of unoccupied space around the sides of the room and between the ranges of desks to allow of the free movements of the teacher and of the pupils, in passing to and from their seats.

There is also a district library of about 600 volumes, containing a large number of books of reference, such as Dictionaries, Encyclopedia, and a variety of the best text books in the several studies of the school, to enable the teacher to extend his knowledge, and illustrate his recitations by additional information.

There are about one hundred volumes selected with reference to the youngest class of children, and about 400 volumes in the different departments of useful knowledge, calculated for circulation among the older pupils, in the families of the district generally.

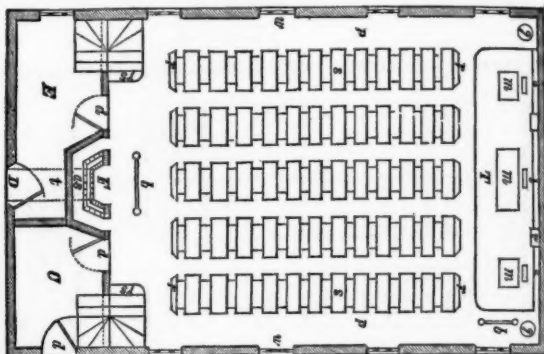
The maps, apparatus and library were purchased by the Commissioner of Public Schools at an expense of \$250, which was contributed by five or six individuals. The building, furniture and land, cost about \$1200.

The school-room is warmed and ventilated under the direction of Mr. Gardner Chilson, Boston, by one of the *Boston Ventilating Stoves*, and by a flue constructed similar to those recently introduced into the Boston Public School houses by Dr. Henry G. Clark, and surmounted by Emerson's Ejector.

A cut and description of this stove, and of *Mott's Ventilating Stove* for burning wood as well as coal, is given on the next page.

The flue for ventilation is carried up in the partition wall, and is constructed of well seasoned boards, planed smooth on the inside.

SCHOOL FOR ONE HUNDRED AND TWENTY PUPILS.

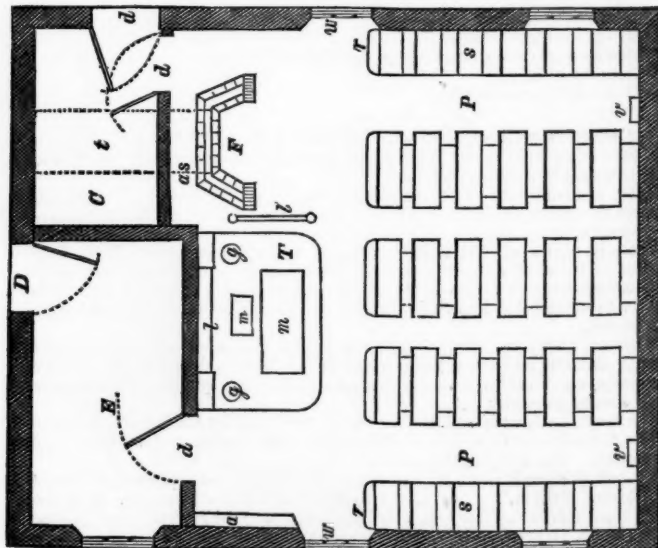


51 feet by 31 feet outside.]

[Scale 15 feet to the inch.

D. Entrance door. E. Entry. F. Fireplace. C. Wood closet. T. Teacher's platform. a. Apparatus shelves. t. Air tube beneath the floor. d. Doors. g. Globes. l. Library shelves. m. Master's table and seat. p. Passages. r. Recitation seats. s. Scholars' desks and seats. r.s. Stairs to recitation rooms in the attic. v. Ventilator. w. Windows. b. Movable blackboard. a.s. Air space behind the fireplace.

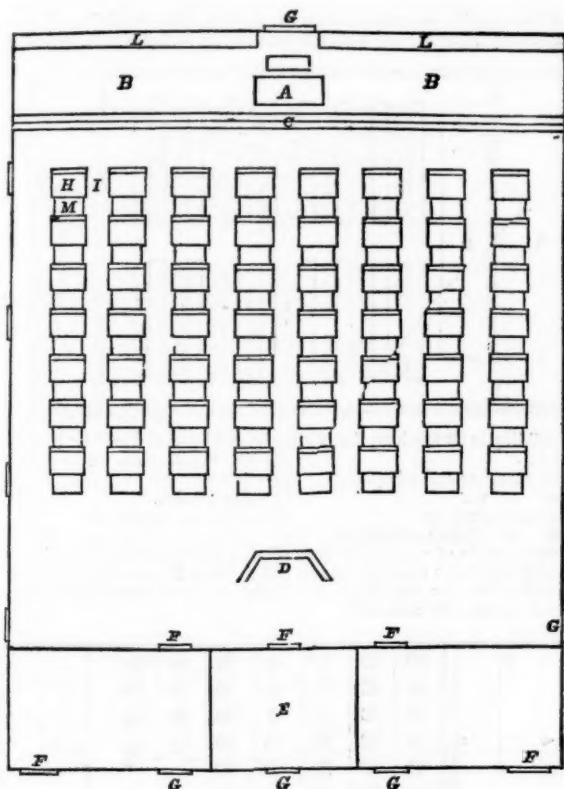
SCHOOL FOR FORTY-EIGHT PUPILS.



24 feet by 28 feet outside.]

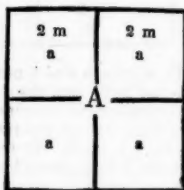
[Scale 8 feet to the inch.

D. Entrance door. E. Entry. F. Fireplace. C. Wood closet, or recitation room. T. Teacher's platform. a. Apparatus shelves. t. Air tube beneath the floor. d. Doors. g. Globes. l. Library shelves. m. Master's table and seat. p. Passages. r. Recitation seats. s. Scholars' desks and seats. v. Ventilator. w. Windows. b. Movable blackboard. a.s. Air space behind the fireplace.



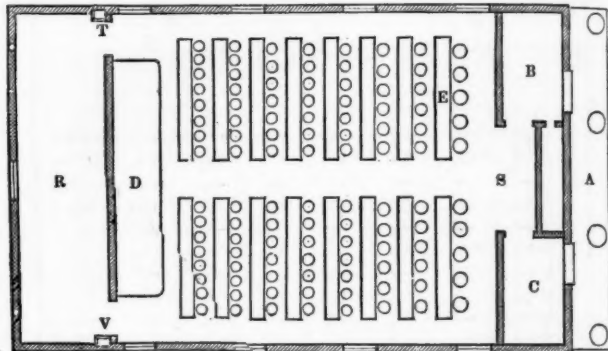
A. Represents the teacher's desk. *B B.* Teacher's platform, from 1 to 2 ft. in height. *C.* Step for ascending the platform. *L L.* Cases for books, apparatus, cabinet, &c. *H.* Pupils' single desks, 2 ft. by 18 inches. *M.* Pupils' seat, 1 ft. by 20 inches. *I.* Aisles, 1 ft. 6 inches in width. *D.* Place for stove, if one be used. *E.* Room for recitation, for retiring in case of sudden indisposition, for interview with parents, when necessary, &c. It may also be used for the library, &c. *F F F F F.* Doors into the boys' and girls' entries—from the entries into the school-room, and from the school-room into the recitation room. *G G G G.* Windows. The windows on the sides are not lettered.

For section of seat and desk constructed after Mr. Mann's plan, see p. 47. To avoid the necessity of fitting up the same school-room for old and young, and the inefficiency of such country schools as we now have, Mr. Mann proposed in this Report a union, for instance of four districts which did not cover more than four miles square, and the erection of four primary school-houses, (a a a a) for the younger children of each district, to be taught by female teachers, and one central or high school, (A) for the older children of the four districts, taught by a well qualified male teacher. This plan is recommended for its wise use of the means of the districts, and the efficiency of the instruction given.



PLAN OF SCHOOL-HOUSE IN CENTREVILLE, WARWICK, R. I.

The following plan presents a mode of seating a District School-House similar to that adopted in several public school-houses in the city of New York.



The building is 50 feet long (beside the porch $5\frac{1}{2}$ feet in front) by 30 feet wide.

A—Porch.

B—Girls' entrance and lobby.

C—Boys' do.

D—Teacher's platform.

E—Mott's school desk and chair.

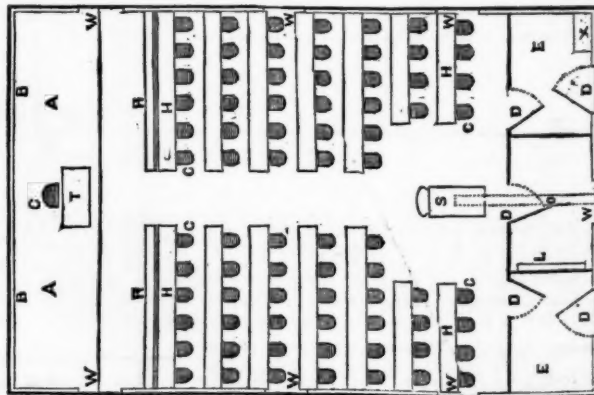
R—Recitation-room for assistant.

S—Stove.

T—Smoke flue.

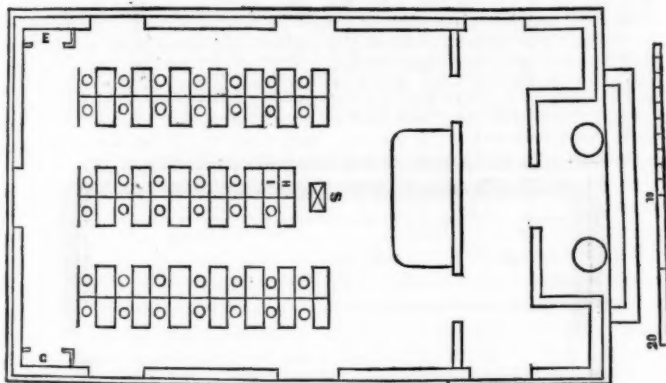
V—Flue for ventilator.

The above mode of seating has been adopted in other districts, and in one instance, with the desks attached at one end to the wall, as in the following plan recommended by Hon. Ira Mayhew. There are serious objections to this arrangement of the seats and desk.

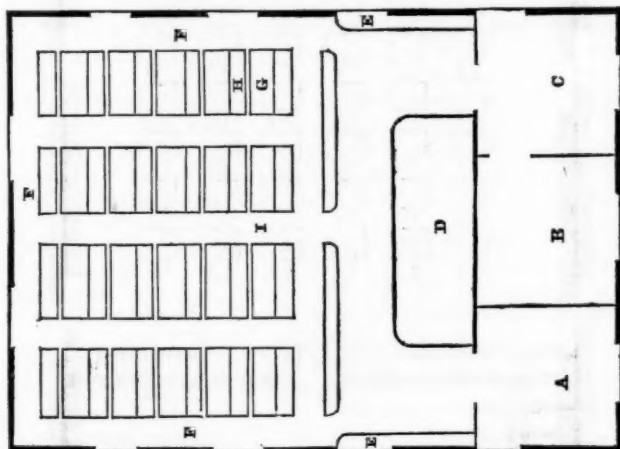


D, entrance and inner doors. W, windows. E, entries, lighted over doors, one for boys and the other for girls. A, teacher's platform. B, blackboard, reaching entirely across the end of the house. T, teacher's desk. H, desks 11 feet long, except the two next the entrance doors. C, Mott's patent cast-iron chairs. S stove. O, an air tube under the floor, through which pure air from without is introduced beneath the stove. L, shelves for library, apparatus, etc.

The following plan, although not followed throughout in any school-house in Rhode Island, presents substantially the internal arrangement which has been adopted in several instances, as in the school-house at Peacedale, in South Kingston, at Carolina Mills in Richmond, and in the lower room of the academy in Kingston.



The following cut, which is copied from a plan of a district school-house recommended by Dr. Lord, Superintendent of the common schools of Columbus, Ohio, presents the plan of several district and village school-houses erected in Rhode Island. The house is 26 feet by 36 feet on the ground.

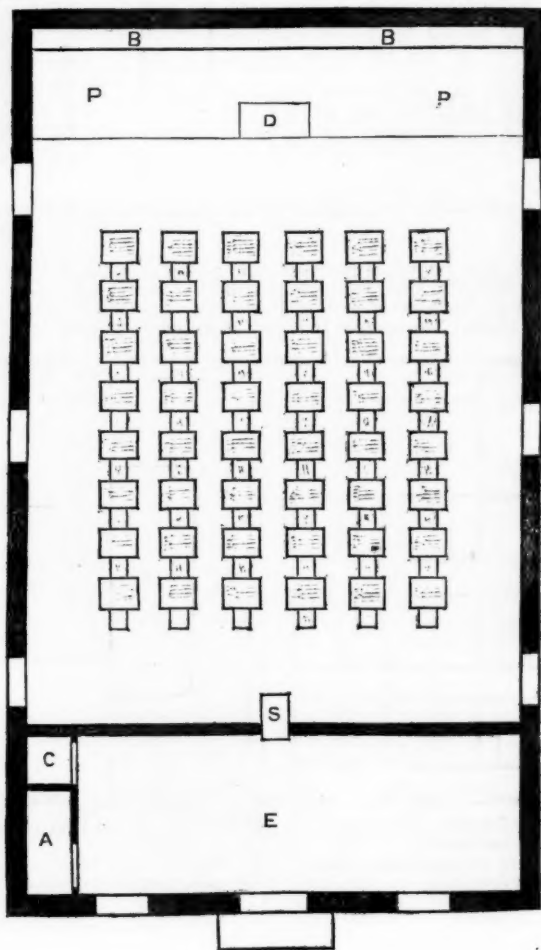


- A—Entry for girls, 8 feet square.
- C— do. for boys, do. do.
- B—Library and apparatus room.
- E—Recitation seats.
- D—Teacher's platform.

- H G—Seat and desk for two pupils, 4 feet long.
- F—Aisles, 2 feet wide.
- I— do. 18 inches wide.

PLAN OF DISTRICT SCHOOL-HOUSE IN GREENLAND, N. H.

The building is 50 feet long by 30 feet wide, and 12 feet high in the clear. It is built of brick. A large entry (E), is partitioned off from the school-room, and fitted up not only to receive the hats, bonnets, &c., of the pupils, but to accommodate all the pupils in rainy weather during recess, as well as those who reside at a distance, when they arrive at the school-house before the school-room is opened, and those who may be obliged to stay during recess. The entry and the school-room is heated by a large stove (S) placed in the partition. The teacher's platform (P) is placed at the end of the school-room, and is raised one step above the floor. Back of the teacher, along the wall, are cases (B) for apparatus, and a well-selected library of 200 vols. There are 48 separate desks of different heights, framed on posts permanently fixed to the timbers of the floor, and fitted with seats of corresponding heights set in cast iron frames secured to the floor; both seats and desks are stained and varnished.



PLANS OF SCHOOL-HOUSES FOR TWO OR MORE SCHOOLS.

BEFORE describing a few of the best school-houses which have been recently erected in cities and large villages, for two or more schools of different grades in the same building, a brief consideration of the importance of classification, or gradation, as applied to the schools of a district, or town, cannot be deemed irrelevant.

To enable children to derive the highest degree of benefit from their attendance at school, they should go through a regular course of training in a succession of classes, and schools arranged according to similarity of age, standing, and attainments, under teachers possessing the qualifications best adapted to each grade of school. The practice has been almost universal in New England, and in other states where the organization of the schools is based upon the division of the territory into school districts, to provide but one school for as many children of both sexes, and of all ages from four to sixteen years, as can be gathered in from certain territorial limits, into one apartment, under one teacher; a female teacher in summer, and a male teacher in winter. The disadvantages of this practice, both to pupils and teachers, are great and manifold.

There is a large amount of physical suffering and discomfort, as well as great hinderances in the proper arrangement of scholars and classes, caused by crowding the older and younger pupils into the same school-room, without seats and furniture appropriate to either; and the greatest amount of suffering and discomfort falls upon the young, who are least able to bear it, and who, in consequence, acquire a distaste to study and the school-room.

The work of education going on in such schools, cannot be appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the development of the mind and character, the first intended to be followed by a second, and the second by a third,—the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order and habits of study of the more advanced pupils, by the frequent change of posture and position, and other indulgences which it permits and requires of the former.

With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same

teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be made intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teachers.

From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, remember accurately, discriminate wisely, and reason closely, is cultivated and tested,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contact with the mind of each pupil, to arouse, interest, and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class in regular order, and quick succession, repeat words from a book; and on the part of the pupils, of *saying their lessons*, as the operation is significantly described by most teachers, when they summon the class to the stand. In the mean time the order of the school must be maintained, and the general business must be going forward. Little children without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements have not been reduced to system by a proper classification. The teacher, at least the conscientious teacher, thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other closeness of attention and abstrac-

tion of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large public school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and in the mean time the former teacher has left the town or state. The new teacher is a stranger to the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business; in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is constant change, but no progress.

This want of system, and this succession of new teachers, goes on from term to term, and year to year—a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could escape utter wreck, if conducted with such want of system,—with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success or failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children are, for a portion of each day, left

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to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

Among these conditions of success in the operation of a system of public schools, is such a classification of the scholars as shall bring a larger number of similar age and attainments, at all times, and in every stage of their advancement, under teachers of the right qualifications, and shall enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruction.

The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached, or nearly reached the same point of attainment in several studies, should be put together, and constitute, whenever their numbers will authorize it, one school. These again should be arranged in different classes, for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress in different branches. He will stand higher in one and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment should be regarded as the general principle, some regard should be paid to age, and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. This step would mortify and discourage him. In such extreme cases, that arrangement will be best which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisitions of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practi-

cable, without bringing together individuals of diverse capacity, knowledge, and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and with far more profit to each individual, than if the same amount of time was divided up among four classes, each containing one-fourth of the whole number. When the class is large, there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order and methods, so as to reach those whose attention would wander if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

The number of classes for recitation in the same apartment, by one teacher, should be small. This will facilitate the proper division of labor in instruction, and allow more time for each class. The teacher intrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master these branches thoroughly, and soon acquire the most skillful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and classes to superintend.

In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering its discipline, in adapting moral instruction to individual scholars, and superintending the operations of each class-room, so as to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree, the executive talent spoken of, will be felt through every class, and by every subordinate teacher, giving tone and efficiency to the whole school.

To facilitate the introduction of these, and similar principles of classification, into the organization and arrangements of the schools of a town or district, as fast and as far as the circumstances of the population will admit, the following provisions should be engrafted into the school system of every state.

1. Every town should be clothed with all the powers requisite to establish and maintain a sufficient number of schools of different grades, at convenient locations, to accommodate all the children re-

siding within their respective limits—irrespective of any territorial division of the town into school districts.

2. Should provision be made for the creation of territorial school districts, a gradation of districts should be recognized, and every district having over sixty children of an age to attend school, should be obliged to maintain a primary school under a female teacher for the young pupils, and provide a secondary school for the older and more advanced pupils.

3. No village, or populous district, in which two or more schools of different grades for the younger and older children respectively, can be conveniently established, should be sub-divided into two or more independent districts.

4. Any two or more adjoining districts, in the same, or adjoining towns, should be authorized to establish and maintain a secondary school for the older and more advanced pupils of such districts, for the whole, or any portion of the year.

5. Any district, not having children enough to require the permanent establishment of two grades of schools, should be authorized to determine the periods of the year in which the public school shall be kept, and to determine the age and studies of the children who shall attend at any particular period of the year, and also to send the older pupils to the secondary school of an adjoining district.

The extent to which the gradation of schools can be carried, in any town or district, and the limit to which the number of classes in any school can be reduced, will depend on the compactness, number, and other circumstances of the population, in that town or district, and the number and age of the pupils, and the studies and methods of instruction in that school. A regular gradation of schools might embrace Primary, Secondary and High Schools, with Intermediate Schools, or departments, between each grade, and Supplementary Schools, to meet the wants of a class of pupils not provided for in either of the above grades.

1. Primary Schools, as a general rule, should be designed for children between the ages of three and eight years, with a further classification of the very youngest children, when their number will admit of it. These schools can be accommodated, in compact villages, in the same building with the Secondary or High School; but in most large districts, it will be necessary and desirable to locate them in different neighborhoods, to meet the peculiarities of the population, and facilitate the regular attendance of very young children, and relieve the anxiety of parents for their safety on their way to and from school. The school-room should be light, cheerful, and large enough for the evolutions of large classes—furnished with appropriate seats, furniture, apparatus and means of visible illustration, and having a retired, dry and airy play-ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery and shade trees, which they should be taught to love and respect. The play-ground is as essential as the school-room, for a Primary School, and is indeed the uncovered school-room of physical and moral educa-

tion, and the place where the manners and personal habits of children can be better trained than elsewhere. With them, the hours of play and study, of confinement and recreation, must alternate more frequently than with older pupils. To teach these schools properly,—to regulate the hours of play and study so as to give variety, vivacity, and interest to all of the exercises, without over-exciting the nervous system, or over-tasking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons on the properties and classification of objects, the cultivation of the intellectual faculties,—to do all these things and more, require in the teacher a rare union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, “in whose own hearts, love, hope and patience, have first kept school.”

The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause.

2. Secondary Schools should receive scholars at the age of eight years, or about that age, and carry them forward in those branches of instruction which lie at the foundation of all useful attainments in knowledge, and are indispensable to the proper exercise and development of all the faculties of the mind, and to the formation of good intellectual tastes and habits of application. If the primary schools have done their work properly, in forming habits of attention, and teaching practically the first uses of language,—in giving clear ideas of the elementary principles of arithmetic, geography, and the simplest lessons in drawing, the scholars of a well conducted secondary school, who will attend regularly for eight or ten months in the year, until they are twelve years of age, can acquire as thorough knowledge of reading, arithmetic, penmanship, drawing, geography, history, and the use of the language in composition and speech, as is ever given in common or public schools, as ordinarily conducted, to children at the age of sixteen. For this class of schools, well qualified female teachers, with good health, self-command, and firmness, are as well fitted as male teachers. But if the school is large, both a male and female teacher should be employed, as the influence of both are needed in the training of the moral character and manners.

Schools of this grade should be furnished with class-rooms for recitations, and if large, with a female assistant for every thirty pupils.

3. High Schools should receive pupils from schools of the grade below, and carry them forward in a more comprehensive course of instruction, embracing a continuation of their former studies, and especially of the English language, and drawing, and a knowledge of algebra, geometry and trigonometry, with their applications, the elements of mechanics and natural philosophy and chemistry, natural history, including natural theology, mental and moral science, political economy, physiology, and the constitution of the United States. These and other studies should form the course of instruction, modified according to the sex, age, and advancement, and to some extent, future destination of the pupils, and the standard fixed by the intelligence and intellectual wants of the district—a course which should give to every young man a thorough English education, preparatory to the pursuits of agriculture, commerce, trade, manufactures, and the mechanical arts, and if desired, for college; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and those resources of health, thought, manners and conversation, which bless alike the highest and lowest stations in life. All which is now done in private schools of the highest grade, and where the wants of any considerable portion of the community create such private schools, should be provided for in the system of public schools, so that the same advantages, without being abridged or denied to the children of the rich and the educated, should be open at the same time to worthy and talented children of the poorest parent. In some districts a part of the studies of this grade of schools might be embraced in the Secondary Schools, which would thus take the place of the High School; in others, the High School could be open for only portions of the year; and in others, two departments, or two schools, one for either sex, would be required. However constituted, whether as one department, or two, as a distinct school, or as part of a secondary school, or an ordinary district school, and for the whole year, or part of the year, something of the kind is required to meet the wants of the whole community, and relieve the public schools from impotency. Unless it can be engrafted upon the public school system, or rather unless it can grow up and out of the system, as a provision made for the educational wants of the whole community, then the system will never gather about it the warmth and sustaining confidence and patronage of all classes, and especially of those who know best the value of a good education, and are willing to spend time and money to secure it for their own children.

4. Intermediate Schools or departments will be needed in large districts, to receive a class of pupils who are too old to be continued, without wounding their self-esteem, in the school below, or interfering with its methods of discipline and instruction, and are not prepared in attainments, and habits of study, or from irregular attendance, to be arranged in the regular classes of the school above.

Connected with this class of schools there might be opened a

school or department for those who cannot attend school regularly, or for only a short period of the year, or who may wish to attend exclusively to a few studies. There is no place for this class of scholars, in a regularly constituted, permanent school, in a large village.

5. Supplementary Schools, and means of various kinds should be provided in every system of public instruction, for cities and large villages, to supply deficiencies in the education of individuals whose school attendance has been prematurely abridged, or from any cause interfered with, and to carry forward as far and as long as practicable into after life, the training and attainments commenced in childhood.

Evening Schools should be opened for apprentices, clerks, and other young persons, who have been hurried into active employment without a suitable elementary education. In these schools, those who have completed the ordinary course of school instruction, could devote themselves to such studies as are directly connected with their several trades or pursuits, while those whose early education was entirely neglected, can supply, to some extent, such deficiencies. It is not beyond the legitimate scope of a system of public instruction, to provide for the education of adults, who, from any cause, in early life were deprived of advantages of school instruction.

Libraries, and courses of familiar lectures, with practical illustrations, collections in natural history, and the natural sciences, a system of scientific exchanges between schools of the same, and of different towns,—these and other means of extending and improving the ordinary instruction of the school-room and of early life, ought to be provided, not only by individual enterprise and liberality, but by the public, and the authorities entrusted with the care and advancement of popular education.

One or more of that class of educational institutions known as "Reform Schools," "Schools of Industry," or "Schools for Juvenile Offenders," should receive such children, as defying the restraining influence of parental authority, and the discipline and regulations of the public schools, or such as are abandoned by orphanage, or worse than orphanage, by parental neglect or example, to idle, vicious and pilfering habits, are found hanging about places of public resort, polluting the atmosphere by their profane and vulgar speech, alluring, to their own bad practices, children of the same, and other conditions of life, and originating or participating in every street brawl and low-bred riot. Such children cannot be safely gathered into the public schools; and if they are, their vagrant habits are chafed by the restraints of school discipline. They soon become irregular, play truant, are punished and expelled, and from that time their course is almost uniformly downward, until on earth there is no lower point to reach.

Accustomed, as many such children have been from infancy, to sights and sounds of open and abandoned profligacy, trained to an utter want of self-respect, and the decencies and proprieties of life, as exhibited in dress, person, manners and language, strangers to those motives of self-improvement which spring from a sense of so-

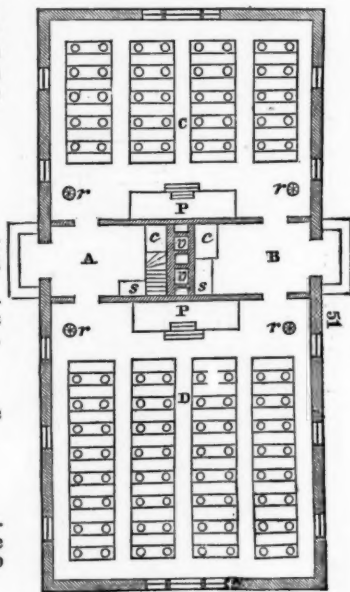
cial, moral and religious obligation, their regeneration involves the harmonious co-operation of earnest philanthropy, missionary enterprise, and sanctified wisdom. The districts of all our large cities where this class of children are found, are the appropriate field of home missions, of unobtrusive personal effort and charity, and of systematized plans of local benevolence, embracing friendly intercourse with parents, an affectionate interest in the young, the gathering of the latter into week-day, infant, and primary schools, and schools where the use of the needle, and other forms of labor appropriate to the sex and age of the pupils can be given, the gathering of both old and young into Sabbath schools and worshipping assemblies, the circulation of books and tracts, of other than a strictly religious character, the encouragement of cheap, innocent and humanizing games, sports and festivities, the obtaining employment for adults who may need it, and procuring situations as apprentices, clerks, &c., for such young persons as may be qualified by age, capacity and character. By individual efforts and the combined efforts of many, working in these and other ways, from year to year, these moral jungles can be broken up,—these infected districts can be purified,—these waste places of society can be reclaimed, and many abodes of penury, ignorance and vice can be converted by education, economy and industry, into homes of comfort, peace and joy.

PLAN AND DESCRIPTION OF DISTRICT SCHOOL-HOUSE IN CENTREMILL,
NORTH PROVIDENCE, R. I.



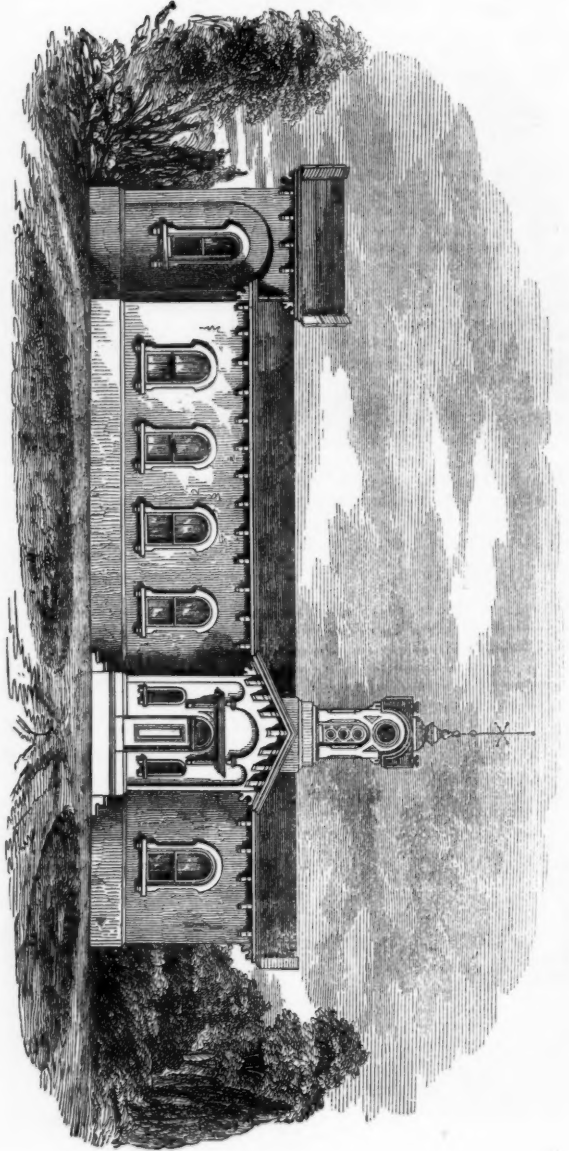
This house was erected after designs by Mr. Telf, of Providence. It stands back from the highway, on an elevated site, in the midst of a grove, and for beauty of design and convenience of arrangement, is not surpassed by any similar structure in New England. It is 26 feet by 51, and 13 feet high in the clear, with two departments on the same floor.

- A, Boys' entry, 6 feet by 10.
 B, Girls' ditto.
 C, Primary department, 20 feet by 25, with desks and seats attached for 70 pupils.
 D, Secondary, or Grammar department, 25 feet by 25, with desks and chairs for 64 pupils; *see p. 120.*
 r, Register for hot air.
 v, Flues for ventilation.
 c, Closets for dinner pails of those who come from a distance.
 s, Sink.



The smoke pipe is carried up between the ventilating flues, and the top of the chimney is finished so as to accommodate the bell.

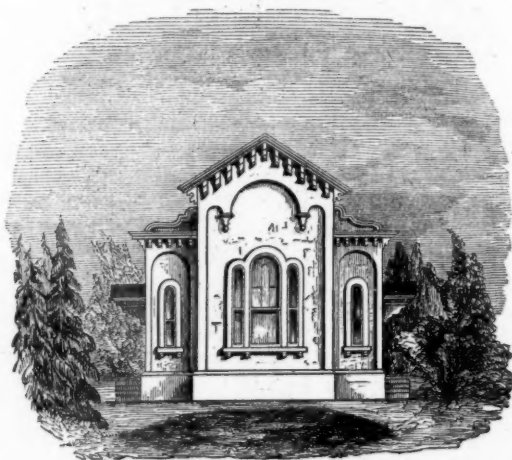
Fig. 3. SIDE ELEVATION.



Side elevation of the new School-house in Arsenal District, Hartford, as originally designed for two departments. The flues for smoke and for ventilation are carried up in the bellry, which is of brick.

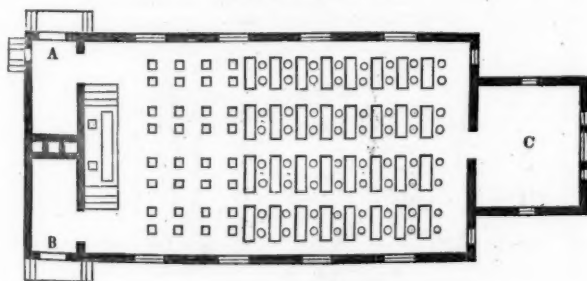
PLAN OF DISTRICT SCHOOL-HOUSE IN HARTFORD, CONN.

Fig. 1.



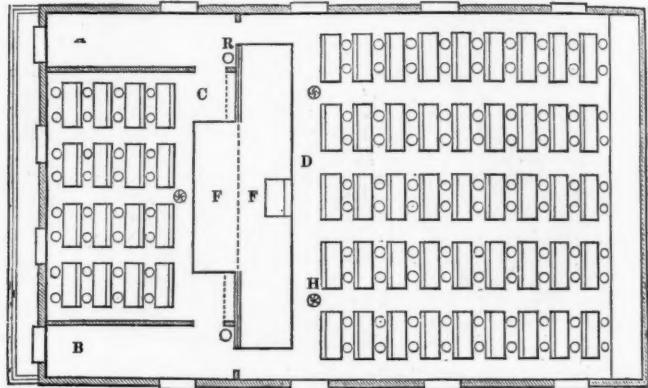
The above cut represents the front elevation of a new school-house erected in Arsenal District, in Hartford, after designs by Octavius Jordan, Architect. As originally planned there were to be two rooms, as shown in side elevation, (Fig. 3.) The largest (Fig. 2) room is forty-five feet long by twenty-five wide, with a recitation-room (C) fourteen feet by twelve, and two entries, one for boys (A) and one for girls, (B), each twelve feet by six, furnished with sink, hooks, &c. There are thirty-two desks, each for two pupils, with sixty-four chairs, (page 143, Fig. 2), and thirty-two chairs for young children, (Fig. 3, page 129.) The room is warmed by Mott's School Stove, (page 146,) and ventilated by flues in the walls, opening at the top and bottom of the room, which is fifteen feet high in the clear. The material is brick, and the cost \$1800.

Fig. 2. GROUND PLAN.



PLAN OF SCHOOL-HOUSE AT WASHINGTON VILLAGE IN COVENTRY, R. I.

The following cut presents the ground plan of the new school-house in the village of Washington, in the town of Coventry, R. I. The location is on the high ground in the rear of the village, and commands an extensive prospect in every direction. The site and yard, occupying one acre, was given to the district by Governor Whipple. The whole structure, without and within, is an ornament to the village, and ranks among the best school-houses in Rhode Island.



A—Boy's entrance.

B—Girl's entrance.

C—Primary school-room.

D—Secondary, or Grammar Department.

E—Teacher's platform.

The two school-rooms can be thrown into one, for any general exercise of the two schools, by sliding doors.

The two rooms are uniformly heated by a furnace in the basement.

There is a well, sink, basin, mats, scrapers, bell, and all the necessary fixtures and appendages of a school-house of the first class.

The cost of the building and furniture was \$2,300.

The district possesses a library of upwards of four hundred volumes, the cost of which was raised by subscription in the District.

F—Desks for two, with iron end-piece.

G—Chairs supported on iron pedestal.

H—Register for hot air.

R—Flue for ventilation, within which is carried up the smoke-pipe.



ALBANY NORMAL SCHOOL CHAIR AND DESK.

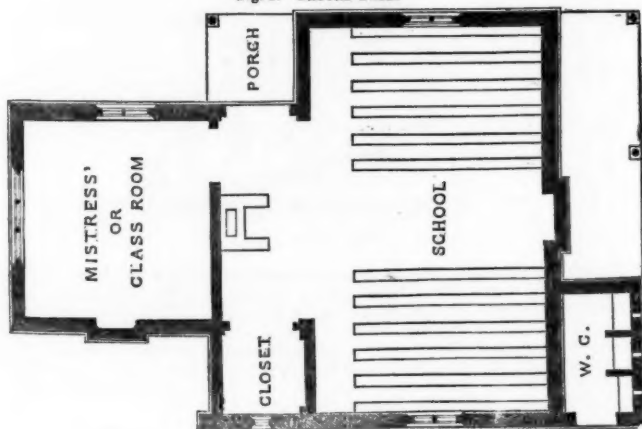
PLAN OF A VILLAGE SCHOOL-HOUSE IN ENGLAND.

Fig. 4.



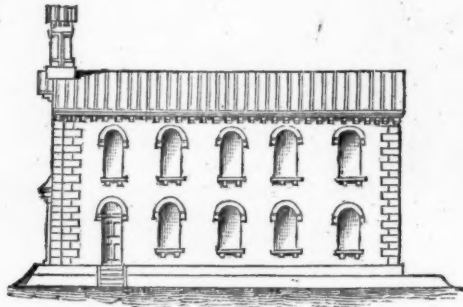
We are indebted to A. J. Downing, Esq. for the reduced cuts of a plan by J. Kendal, for a National School near Brentwood, in England. It affords accommodation for sixty children. The door is sheltered by a porch, and on the other side is a covered waiting-place for the children coming before school-hours. The cost, with the belfry, was \$750. A house in this old English domestic character would give a pleasing variety to the everlasting sameness of our rural school architecture.

Fig. 5. GROUND PLAN.



UNION SCHOOL-HOUSE, AT WOONSOCKET AND CHEPACHET, R. I.

By the school law of Rhode Island, two or more adjoining school districts in the same, or adjoining towns, may, by concurrent vote, agree to unite for the purpose of maintaining a secondary or grammar school, for the older and more advanced pupils of such associating districts. Under this provision the four school districts in the town of Cumberland, which comprise the village of Woonsocket, voted to unite and provide a school-house for the more advanced pupils, leaving the younger to be accommodated in their respective districts. The Union school-house is located on a beautiful site, the donation of Edward Harris, Esq., and is built substantially after the plan of the Warren Public school-house, already described, at a cost of \$7,000. The following are the front and side elevations, as originally drawn by Mr. Telf, but not adopted by the committee.



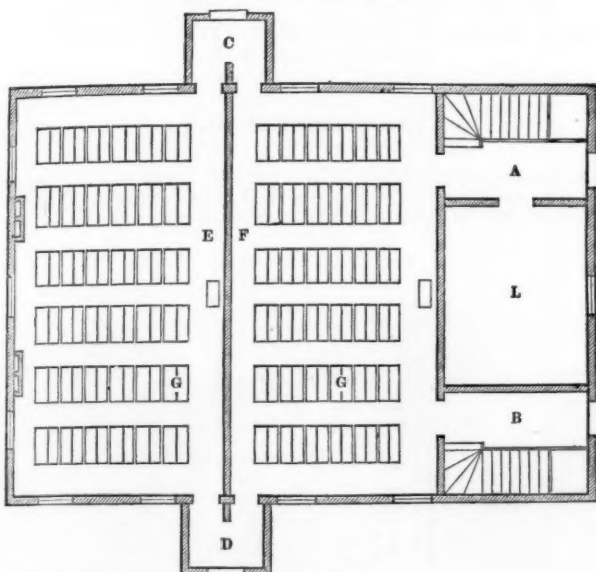
SIDE ELEVATION.



FRONT ELEVATION.

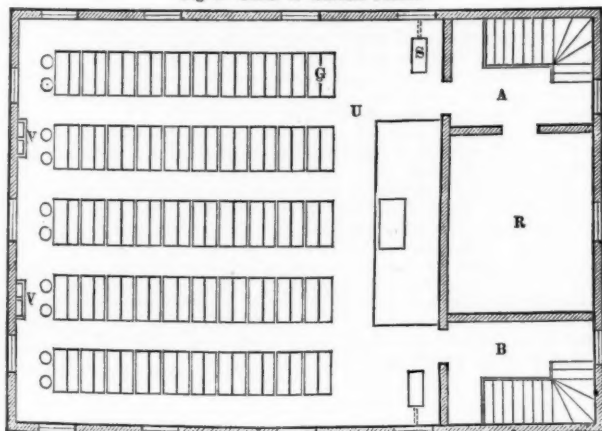
Under the provision above cited, the three districts into which the village of Chepachet, in the town of Glocester, is divided, voted to establish a Union School, and to provide a suitable house for the same. The building is 50 feet by 34, with two stories, and stands in the centre of a large lot, a little removed from the main street, and is the ornament and pride of the village. The lower floor is divided into two apartments; one for the Primary, and the other for an Intermediate School, for the younger pupils of the village, while the Union or Secondary School occupies the whole of the second floor.

Fig. 1.—PLAN OF FIRST FLOOR.



- A—Entrance for Girls to Secondary School, U.
 B— " " Boys " " "
 C— " " Girls to Primary, E, and Intermediate School, F.
 D— " " Boys " " "
 E—Primary School-room.
 F—Intermediate " "
 U—Secondary " " L—Manton Gloucester Library of 900 volumes.
 R—Recitation room. S—Stove. V—Flue for ventilation.
 G—Seat and desk attached, for two pupils, with iron ends.

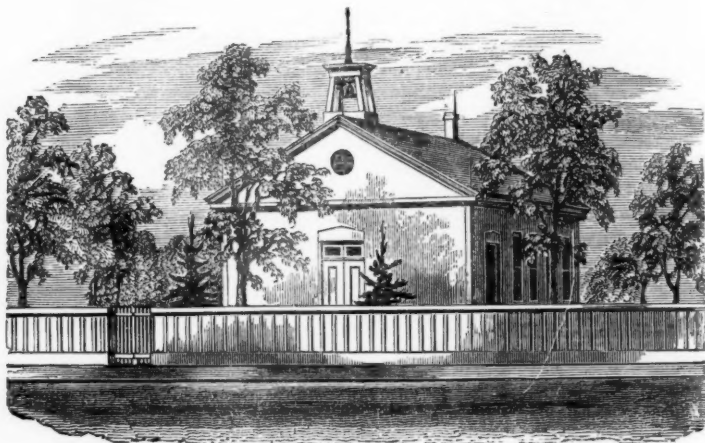
Fig. 2.—PLAN OF SECOND FLOOR.



REPORT OF NATHAN BISHOP, ESQ., ON THE PUBLIC SCHOOL-HOUSES OF PROVIDENCE, R. I.

PRIMARY SCHOOL-HOUSES.

THESE buildings are located in different parts of the city, and are designed for the accommodation of children from four to six or seven years of age, or until they are prepared to enter the intermediate schools.

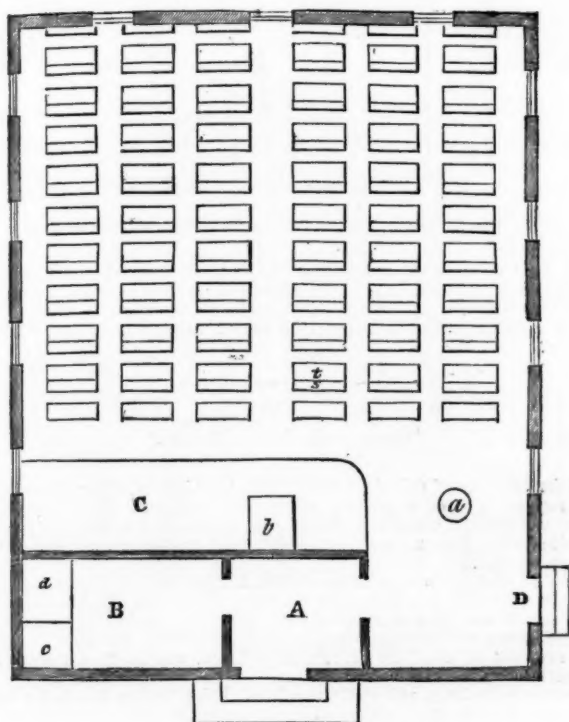


No. 1.—View of a Primary School-House.

These school-houses stand back from thirty to sixty feet from the line of the street, and near the center of lots varying from eighty to one hundred feet in breadth, and from one hundred to one hundred and twenty feet in length. Each lot is inclosed by a neat and substantial fence, six feet high, and is divided into two yards—one for boys and the other for girls—with suitable out-buildings, shade trees, and shrubbery.

These houses are each forty feet long by thirty-three feet wide, with twelve-foot posts, built of wood, in a plain, substantial manner, and, with the fences, are painted white, presenting a neat and attractive exterior.

The entrance is into a lobby [A] and thence into an open area, where stands the stove [a]. A portion of the lobby is appropriated to bins for charcoal [c] and anthracite [d], which is the fuel used in all the schools; the remainder [B] is occupied by a sink, and as depositories for brooms, brushes, &c. Each room is arched, thereby securing an average height of thirteen feet, with an opening in the center of the arch, two feet in diameter, for ventilation. The ventilator is controlled by a cord passing over a pulley, and descending into the room near the teacher's desk [b]. In each end of the attic is a circular window, which, turning on an axis, can be opened and closed by cords, in the same manner as the ventilator.



No. 2.—Interior of a Primary School-House.

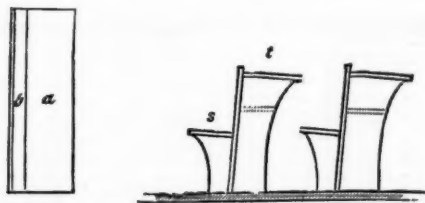
The teacher's platform [C] is five feet wide, twenty feet long, and seven inches high, with a black-board ten feet long and three feet wide on the wall in the rear.

The floor is of inch and a half plank, tongued and grooved; and, for the purpose of securing warmth and firmness, and avoiding noise, is laid on cement.

The windows, eleven in number, of twenty-four lights, of seven by nine glass, are hung with weights, and furnished with inside blinds. The sides of the room and entries are ceiled all round with wood as high as the windowsills, which are four feet from the floor. The rest of the walls are plastered, and covered with white hard-finish. Each room is provided with sixty seats [s] and desks [d], placed in six ranges; each range containing ten seats and desks, of three different sizes, and each seat and desk accommodating two scholars, or one hundred and twenty in all.

The center aisle is three feet and a half wide, and each of the others about two feet.

The desks are over three feet long, by sixteen inches wide, with a shelf beneath for books. The upper surface of the desk [a], except about two inches at the top [b], slopes one inch and a half in a foot.



No. 3.—View of Top of a Desk, and Sectional View of Primary Seats and Desks.

The front of the desk, constituting the back of the next seat, slopes one inch in a foot. The seat also inclines a very little from the edge. The seats are of four different sizes, varying from seven to ten inches wide, and from nine to fourteen inches in height, the lowest being nearest the teacher's platform.

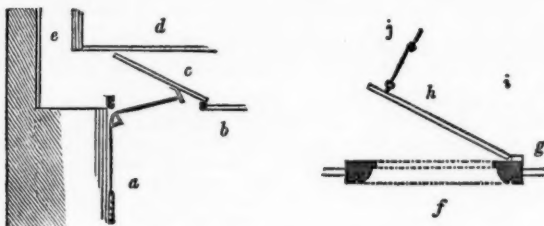
INTERMEDIATE SCHOOL-HOUSES.

All the buildings of this class are two stories high, affording accommodations for two schools, a primary and an intermediate. These houses are generally in pleasant situations, on large lots, varying in size from one hundred feet wide by one hundred and twenty feet long, to one hundred and fifty by two hundred feet.

Rows of shade trees, consisting of elms, lindens, and maples, are planted along the side-walks and the fences inclosing the yards; and evergreens, the mountain ash, and other ornamental trees, are placed within the inclosures.

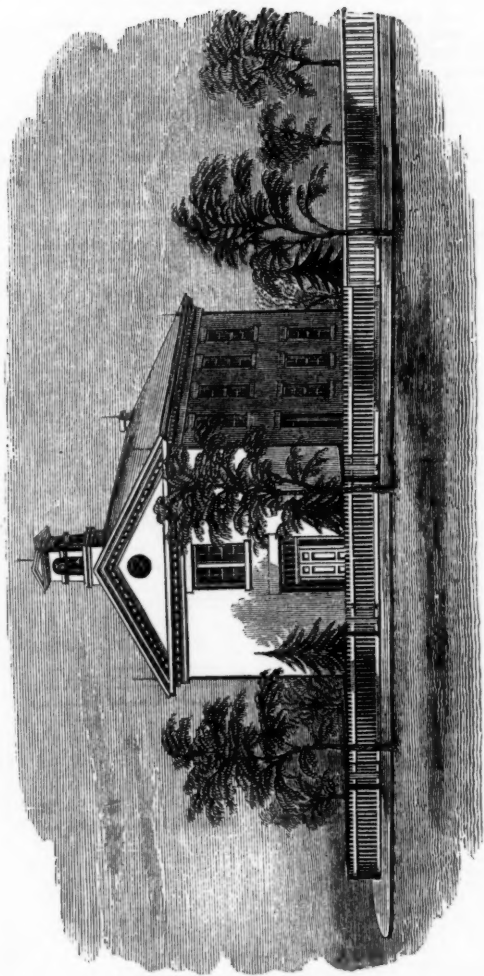
These houses are forty-four feet long, by thirty-three feet wide. Some of them are built of wood, the remainder of brick, and all in a tasteful and substantial style.

The rooms are large, and easily ventilated, being twelve feet in the clear, with large openings in the ceiling of the upper room, and on the sides in the lower room, leading into flues in the walls, which conduct the foul air into the attic, from which it escapes at circular windows in the gables of the buildings. These flues and windows can be opened and closed by cords passing over pulleys, and descending into the rooms below, where the teachers can control them with ease.



No. 5.—Sections of Ventilators.

In this cut, the cord [i], passing over the pulley [j], raising [h], hung on hinges at [g], opens wholly or partially the ventilator [f], a circular aperture three feet in diameter. The plan of ventilating the lower rooms is shown on

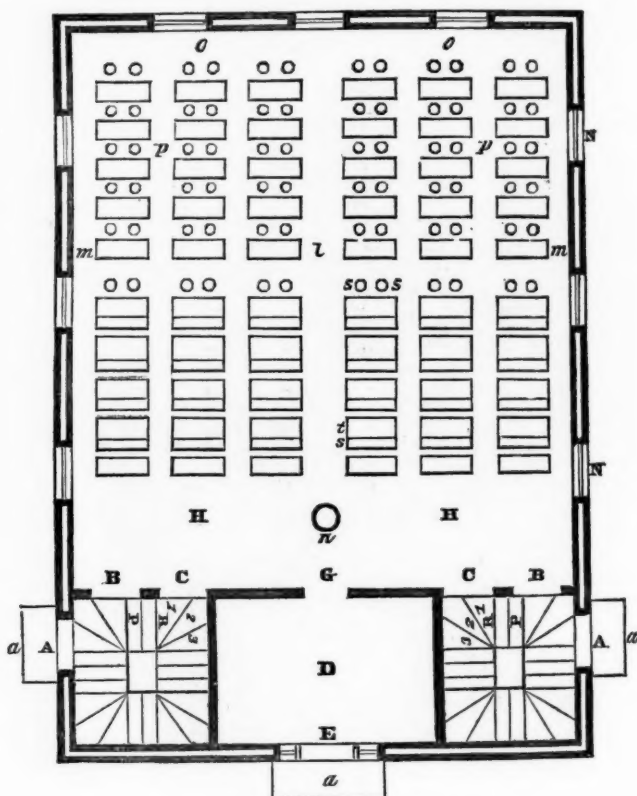


No. 4.—View of an Intermediate School-House.

the other part of the diagram, in which [a] represents a cord running over a pulley, and attached to [c], a board three feet long by one foot wide, opening the space between [b], the top of the lower room, and [d], the floor of the upper, leading into the flue [e], ascending to the attic.

The windows, nine in number in each school-room, of twelve lights, of ten by sixteen glass, are hung with weights, so as to be easily opened at top and bottom, and furnished with Venetian blinds inside, to regulate the amount of light admitted.

The floors are of hard pine boards, an inch and a half thick, and about six inches wide, tongued and grooved, and laid on mortar, as a protection against fire, for the prevention of noise, and to secure warmth and firmness. All the rooms, entries, and stairways are ceiled up with matched boards about four feet, as high as the window-sills. The remaining portions of the walls are plastered, and coated with white hard finish.



No. 6.—Interior of an Intermediate School-House.

The walls of some of these buildings are solid stone-work, faced with brick; others are built with double brick walls, as above shown, connected by ties of iron or brick.

As the rooms in the lower stories of this class of buildings are appropriated to primary schools, and are furnished in the same manner as those already described, the preceding cut is intended to serve the double purpose of exhibiting on the *first* floor only the improvements on the former plan, and, on the *second*, the whole view of a room for an intermediate school.

The steps [*a, a, a*] are broad, granite blocks, with scrapers on each end. The side doors [*A, A*], one for boys, the other for girls, lead into entries, eight feet by ten, from which the pupils of the primary schools pass through the doors [*B, B*] into the main rooms, which differ from those above described, in having a space [*o, o*], two feet wide, on the back part of the rooms, for reading and other class exercises; and the recitation-room, [*D*], another valuable improvement, as it avoids the confusion arising from having two recitations in one room at the same time.

The flight of stairs in each entry, commencing at the points [*R, R*], and ascending in the direction of [*1, 2, 3*], lands on the open space [*P*] in the upper entry, from which the pupils pass through the doors [*C, C*] into the school-room.

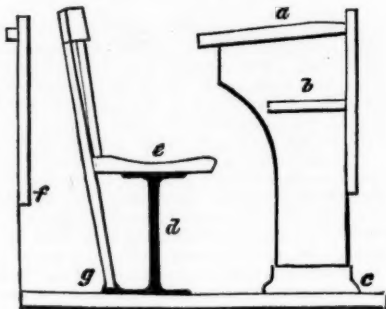
Coal-bins and convenient closets, for brooms, brushes, &c., are built under the stairs, in the lower entries; and similar closets, for the same purposes, are provided in the upper entries.

The large area [*H, H*], thirty feet long by seven wide, is the same in both the rooms, and is occupied by the principal teacher in each school, for such class exercises as may be more conveniently managed there than in the other place [*o, o*], left for the same purpose. The position of the stove [*n*] is such as not to render it uncomfortably warm on the front seats, and, at the same time, not to interfere with the passage of classes through the door [*G*] into the recitation-room [*D*], which is fourteen feet by ten, and, like all the school-rooms, furnished with black-boards. The lower room is lighted by a window over the front door, and by the side-lights; and the upper one by a double or mullion window, of sixteen lights, of ten by sixteen glass.

The side aisles [*m, m*] are two feet and a half wide; the others [*P, P, &c.*] are only eighteen inches wide, except the middle one [*C*], which is three and a half feet. The passage across the center of the room is about a foot and a half wide, and is very convenient for teachers in passing to the different parts of the room, and also for scholars in going to and from their recitations.

The seats and desks, in the front part of this room, are made and arranged on the same plan as those in the primary school-rooms above described, differing from them only in being one size larger. The lower end, or foot of each perpendicular support, or end-piece, is strongly fastened into a groove in a "shoe," or piece of plank, which, being screwed to the floor, secures the desks in a durable manner, and in a firm position.

The others are constructed upon a different plan, designed especially for the accommodation of pupils while writing. These desks and seats are of three different sizes.



No. 7.—Section of a Writing-Desk and Seat.

The top of the desk [a] is of pine, one inch and a half thick, fifteen inches wide, and three feet and a half long. These desks are twenty-seven inches high on the front, and twenty-four on the side next to the seats. A space about three inches wide, on the front edge of the top, is planed down to a level, and an inkstand is let into the center of this, even with the surface, and covered with a small lid. The ends of these desks are an inch and a half thick, and fastened by a strong tenon to the shoe [c], which is screwed to the floor. The front of the desk, and the shelf [b], for books, &c., are inch boards; the whole desk, made in the strongest manner, is painted a pleasant green, and varnished. In the next smaller size, the same proportion is observed, but all the dimensions are one inch *less*; and in the third, or smallest size, the dimensions are all one inch less than in the second. For each desk there are two chairs, resting on cast-iron supporters [d], an inch and a quarter in diameter, with a wide *flange* at each end; the upper one, screwed to the under side of the seat [e], is a little smaller than the lower, which is fastened to the floor by five strong screws, rendering the chair almost immovable. The largest size seats [e] in these rooms are fourteen inches in diameter and fifteen inches high, with backs, twenty-eight inches from [g] to the top, slanting an inch and a quarter to a foot. These backs are made with three slats, fastened by strong tenons into a top-piece, like some styles of common chairs, and screwed to the seat, while the middle one extends down into a socket on the foot of the iron standard. The seats, like the desks, are diminished one inch for the middle size, and two for the smallest, preserving the proportions in the different sizes, which adapts them to the sizes of the desks.

GRAMMAR SCHOOL-HOUSES.

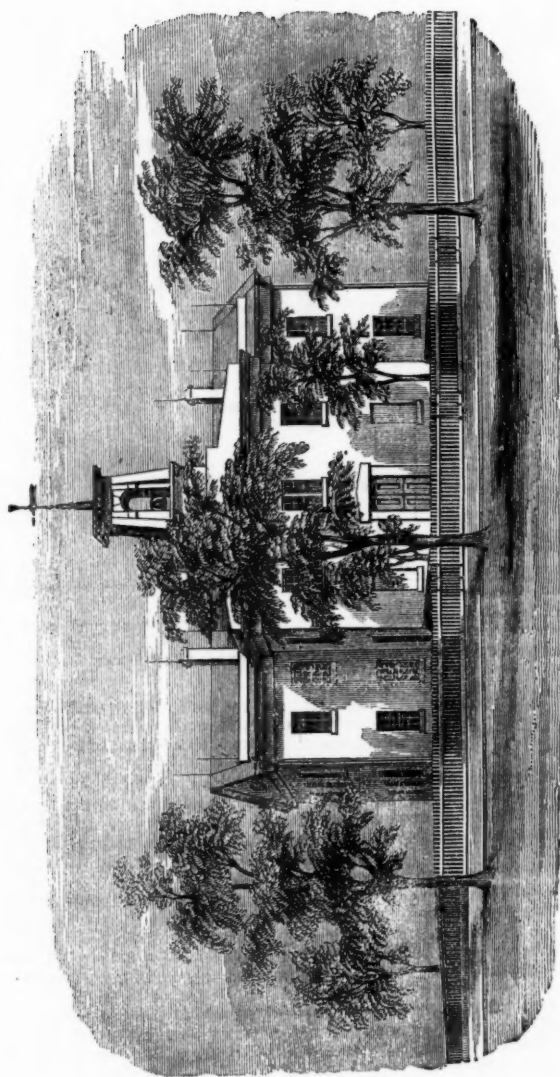
There are six buildings of this class, constructed on the same plan, and of the same size. They are seventy feet long by forty wide, with a front projection, twenty-eight feet long by fourteen feet wide. They are located on very large lots, varying from one hundred and fifty to two hundred feet long—from a hundred and twenty to a hundred and fifty feet wide. All of them, except one, are on corner lots, and all have large open spaces around them. These, and all the other public school-houses in the city, are protected with Quimby's lightning-rods, and each is furnished with a bell, which can be heard in the remotest parts of its district.

In the accompanying view, No. 9, the engraver has represented a *few* trees, a little *larger* than any at present around these buildings, because he could not crowd all the trees and shrubbery into the picture, without obscuring the lower part of the house.

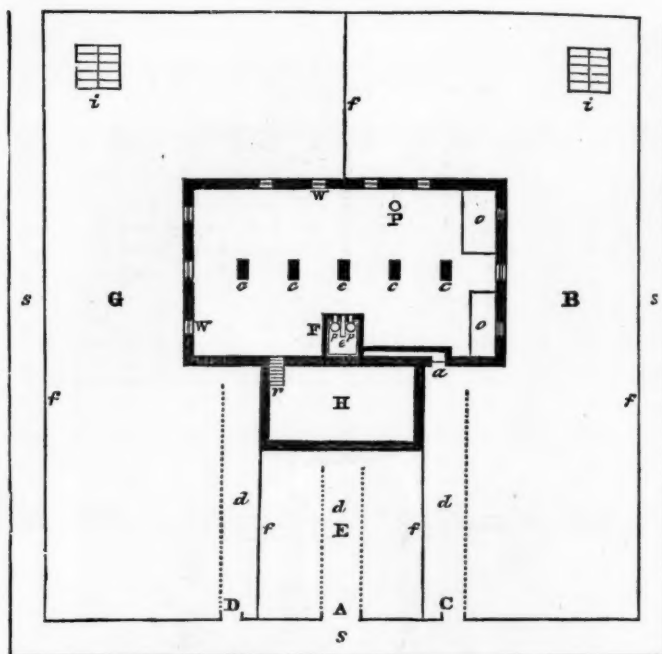
The cut on p. 91, No. 10, is a ground plan, on a reduced scale, of a Grammar School-House, including a general view of the cellar, yards, fences, gates, sidewalks, &c.

The yards around each of the grammar school-houses contain from 18,000 to 20,000 square feet, or between a third and half an acre. These grounds are inclosed, and divided into three separate yards, by substantial close board fences [f, f, f, f], six feet high, neatly made, and painted white. The boys' play-ground [B], and that of the girls [G], are large; but the front yard [E] is small, and, not being occupied by pupils, is planted with trees and shrubbery. The graveled sidewalks [s, s, s], running on two sides of all the grammar school lots, and on three of some of them, are shaded by rows of elms, maples, and lindens, set near the curb-stones. The gates [A, C, D] and the graveled walks [d, d, d] lead to the front and the two side doors of the school-house; and [f] is a large gate for carting in coal, &c. The out-buildings [i, i] are arranged with a large number of separate apartments on both sides, all well ventilated, each furnished with a door, and the whole surrounded with evergreens.

In the plan of the projection [H] the stairway [r] leads to the cellar, which is seven feet in the clear, and extends under the whole of the main building. These cellars are well lighted, having eight windows [W, W], with ten lights of seven by nine glass. The windows, being hung with hinges on the upper



No. 9.—View of a Grammar School-House.



No.10.—Ground Plan, &c., of a Grammar School-House.

side, and fastened with hooks and staples at the lower edge, may be opened by raising them into a horizontal position, where they are fastened with hooks as when closed. With this arrangement, it is easy to keep the cellars well ventilated at all seasons. The openings for the admission of coal into the bins [*o, o*], one for anthracite, and the other for charcoal, are furnished with sheet-iron shutters, fastening on the inside. Every school-house has, in the cellar, an abundant supply of good water, obtained from a fountain, or from a well, which is generally outside of the building, the water being brought in by a pump [*P*]. A supply of good water for a school-house should not be considered merely as a convenience, but as absolutely necessary.

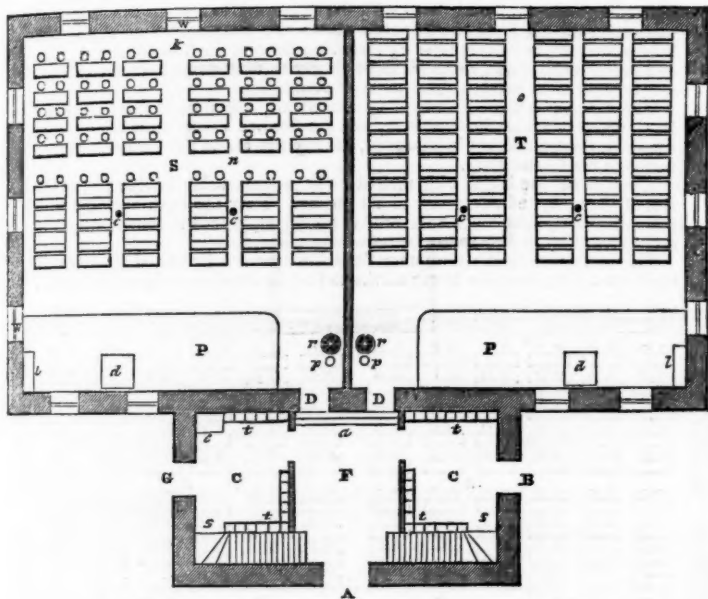
The horizontal section of a furnace [*F*] shows merely the ground plan. The cold air passes through [*a*] to the air-chamber, where it is warmed by the fires in [*p, p*], two cast-iron cylinders, fourteen inches in diameter. The evaporator [*e*] holds about fifteen gallons of water, which is kept in a state of rapid evaporation, thus supplying the air-chamber with an abundance of moisture.

In the plan and construction of the various parts of these furnaces, special pains have been taken to remove all danger of fire—an important consideration, which should never be overlooked. The furnace is covered with stone, thickly coated with mortar, and the under side of the floor above is lathed and plastered, not only above the furnace, but at least ten feet from it in every direction.

A full description of the construction and operation of the furnaces used in the public school-houses will be given under another diagram. The cellar walls and the stone piers [*c, c, c, c*] are well pointed, and the whole inside,

including the wood-work overhead, is neatly whitewashed, giving this apartment a neat and pleasant appearance.

The walls of all these buildings are of stone, about two feet thick, faced with common brick, and painted a tasteful color.



No. 11.—Plan of the First Floor of a Grammar School-House.

There are three entrances to these houses; the front [A], and the two side doors [B], for boys, and [G], for girls, leading into the entries [F, C, C]. The front is a large double door, with a beautiful frontice of fine hammered Quincy granite. At all the outside doors are two or three hewn granite steps, furnished with four or six scrapers at each door.

Pupils belonging to the schools in the lower story pass from the side entries into the middle one, and, ascending two steps at [a], enter their respective rooms [T, S], which are rather larger than those in the primary and intermediate school-houses, previously described, being thirty-six feet by thirty-two inside, and eleven feet high in the clear.

In each of the entries [C, C] there is a provision [t, t, t, t] for setting up umbrellas. It resembles a ladder placed in a horizontal position, and is fastened to the ceiling on one side, and supported on the other by substantial posts of oak or other strong wood, turned in a tasteful style, and set into the floor.

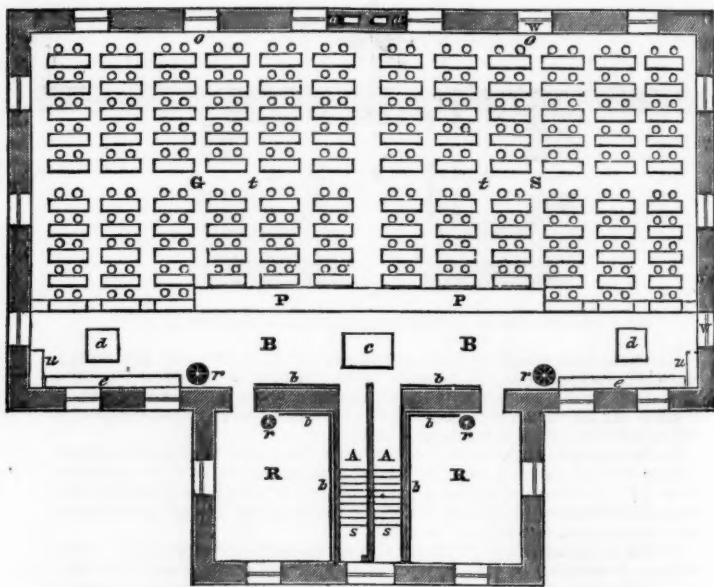
The seats and desks in the rooms [T and S] are of the same dimensions, and arranged in the same manner as those in the primary and the intermediate school-rooms before described. The small iron posts [c, c, c, c], about two and a half inches in diameter, supporting the floor above, are placed against the ends of the seats, so close as not to obstruct the passages at all. Besides the platforms [P, P], twenty feet by six—the tables, three feet by four, for the teachers, and the closets [l, l], for brushes, &c., there are black-boards, painted upon the walls, extending from the doors [D, D] to the windows, fourteen feet long by four wide, with the lines of a stave painted on one end, to aid in giving instruction in vocal music.

The plan of ventilating these rooms on the first floor is represented by cut No. 5, page 85. Every room is provided with two ventilators, each three feet long by about twelve inches wide, opening into flues of the same dimensions, leading into the attic, from which the impure air escapes at circular windows in the gables. These flues should have extended down to the bottom of the rooms, with openings on a level with the floors, so that, when the rooms are warmed with air from the furnaces above the temperature of the human breath, they might be ventilated by removing the foul air from the lower parts, and thus causing fresh, warm air to be slowly settling down upon the scholars—a very pleasant and healthful mode of ventilation.

These rooms are well warmed by heated air, admitted through registers [r, r], eighteen inches in diameter, from the furnace below, from which [p, p] tin pipes, fourteen inches in diameter, convey the air to the grammar school-rooms in the second story.

These rooms are large, with arched ceilings, measuring twelve feet to the foot of the arch, and seventeen to its crown. They are each provided with two ventilators, three feet and a half in diameter, placed in the crown of the arch, about twenty feet apart.

The entrances to the Grammar School-rooms are by two short flights of stairs on a side; from the lower entries to [s, s], spaces about three feet square,



No. 12.—Plan of a Grammar School-Room.

and thence to [A, A], spaces three by five feet, extending from the top of the stairs to the doors opening into the school-room.

The master's table [c], as well as tables [d, d], for the assistants, are movable. The large area [B, B], being fourteen inches above the floor of the room, is eight feet wide by sixty-four long, with large closets [u, u] at the ends, fitted up with shelves, &c., for the use of the teachers.

The school-room is warmed by heated air, admitted at the registers, [r, r] and the recitation-rooms [R, R] in the same manner, by the small registers, [r, r] all of which are connected with the furnace in the cellar by large tin pipes or conductors.

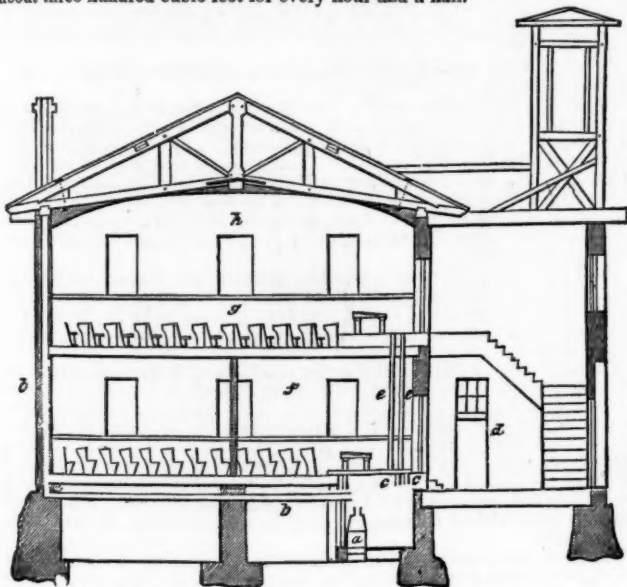
The black-boards, four feet wide, painted upon the hard-finished walls, are indicated by the lines [*b, b, b, &c.*] in the recitation-rooms, and along the walls behind the master's table, extending on each side to the windows beyond, [*e, e*] making, in each Grammar School, about three hundred square feet of black-board.

The long benches [*e, e*] are used for seating *temporarily* new pupils on their entering school, until the master can assign them regular seats; also for seating visitors at the quarterly examinations. The space [*P, P*], a broad step, eighteen feet long and two feet wide, is used for some class exercises on the black-boards. The passage [*t, t*], about eighteen inches wide, running the whole length of the room, affords great facility in the movements of pupils to and from the recitations and other class exercises. The master's classes generally recite in the space [*o, o*] on the back side of the room, four feet wide and sixty-four feet long, where seats are placed for scholars to sit during recitation, when it is necessary; and the same accommodations are provided in the recitation-rooms.

The windows [*W, W, &c.*], which are hung with weights, and furnished with inside blinds, in the manner before described, contain twelve lights each, of ten by sixteen glass, of the strongest kind, the Saranac or Redford glass.

The quantity of air furnished for each scholar in the public school-rooms is a matter of no small importance. The rooms for the primary and the intermediate schools—the former designed to accommodate one hundred and twenty, and the latter only ninety-six pupils—contain between fifteen and sixteen thousand cubic feet of atmospheric air. The rooms for the grammar schools, intended to accommodate two hundred pupils, contain over thirty-five thousand cubic feet, after a suitable deduction for the furniture is made.

This estimate allows every child, when the rooms are not crowded, about one hundred and fifty cubic feet of air for every hour and a half, on the supposition that no change takes place, except at the times of recess, and at the close of each session. But the rate at which warm air is constantly coming into the rooms from the furnaces, increases the allowance for every child to about three hundred cubic feet for every hour and a half.



No. 13.—Transverse Section of a Grammar School-House.

The preceding cut is given in order to show an *end view*, the projection, belfry, rooms, seats, desks, and cellar. An imperfect section of the warming apparatus is presented, giving an outline of the plan of its construction. The smoke-pipe, connected with [a], the heater, coiled twice around in the air-chamber, passes off in the direction of [b, b'] to the chimney. The short tin pipes [c, c'] conduct the warm air into the lower rooms; and the long ones [e, e'] convey it to the rooms in the second story. On each side of the projection over the door [d] is a window, lighting the outside entry, and also the middle entry by another window over the inside door. The end views of seats and desks do not represent the different sizes very accurately, but sufficiently so to give a correct idea of the general plan.

THE HIGH SCHOOL-HOUSE.

This building occupies an elevated and beautiful situation, at the head of President street, near the central part of the city. It is a specimen of plain, but tasteful architecture, on which the eye reposes with pleasure. The lot, somewhat irregular in its form, is equivalent to one a hundred feet by a hundred and fifteen, and lies on a gentle hill-side, rendering it easy to construct a basement almost entirely above ground, except on the back side. The extensive grounds in front, and on either side, all planted with trees, and separated from the High School only by the width of the streets, add much to the beauty and pleasantness of its situation. The yards around it are inclosed by a handsome baluster fence, resting in front on heavy blocks of rough granite. The steps are of hewn granite, twelve feet long, making a very convenient entrance.

The High School being designed for both boys and girls, an entirely separate entrance is provided for each department. The front door, at which the girls enter, has a very beautiful frontispiece, with double columns (thus providing for large side-lights), and a heavy ornamented cap, all cut from Quincy granite in the best style.

The door in the circular projection, fronting on another street, has also a fine frontispiece, cut from Quincy granite.

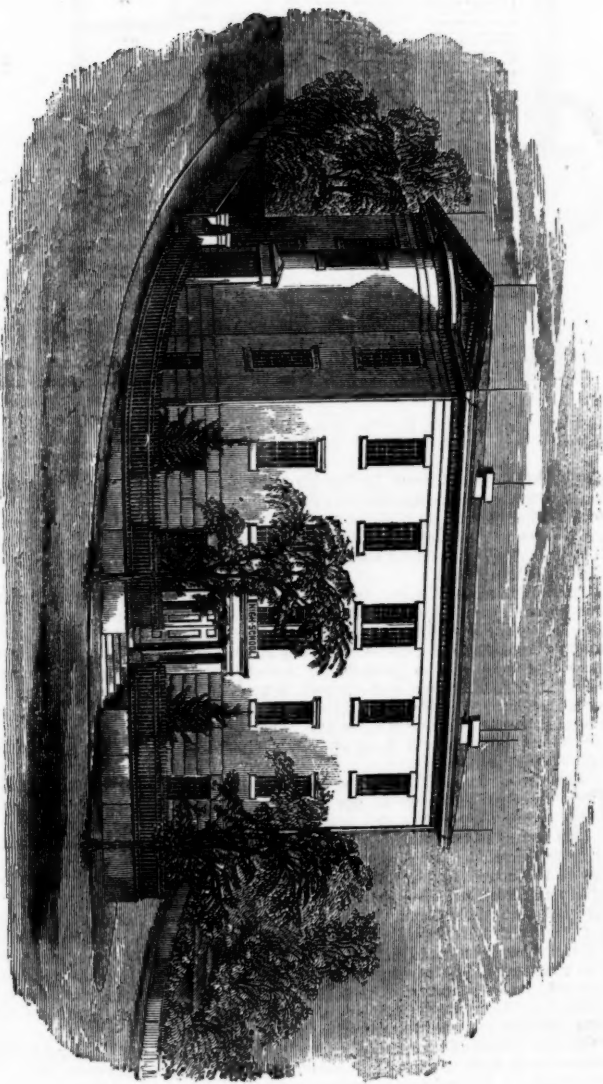
The size of this building is fifty feet by seventy-six, with a projection of seven feet. The walls of the basement are of stone, three feet thick, and faced with rough-hewn granite, laid in courses twenty inches wide. Each stone has a "chiseled draft, fine cut," an inch wide around the face, and all the joints as close and true as if the whole were fine hammered. The remaining portions of the walls, diminishing in thickness as they rise, are faced with the best quality of Danvers pressed brick, giving the building a beautiful appearance. The roof is covered with tin, every joint soldered, and the whole surface kept well painted.

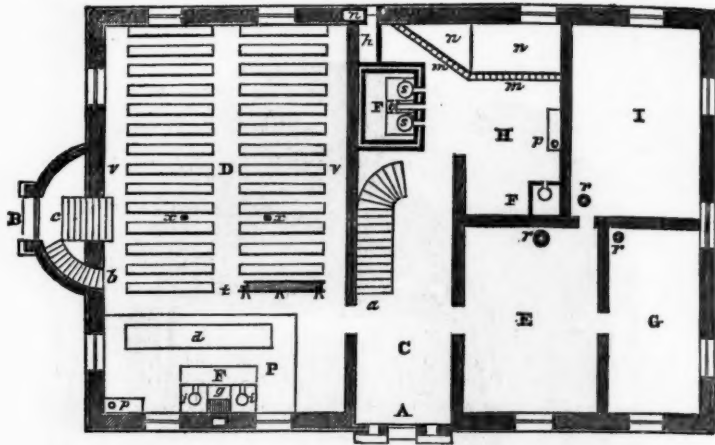
The rooms in the basement story, which is twelve feet high in the clear, are separated from each other by solid brick walls. The pupils in the girls' department, entering the house at [A], pass into the large lobby [C], twelve feet by twenty-eight, from which they can go to all parts of the building appropriated to their use.

The furnace-room [H] has a brick floor, and is kept in as good order as the other parts of the house. The coal-bins [n, n'] and the furnace [F] are so constructed, that, with an ordinary degree of care, the room may be kept as clean as any of the school-rooms. The arrangements [m, m'] for setting up umbrellas have been described. The pump [p], accessible to all in the girls' department, connected with a nice sink, lined with lead, affords an abundant supply of excellent water. The rooms [E, G, I], each not far from sixteen by twenty-four feet, are appropriated as the Superintendent's Office, and for such meetings of the School Committee, and of its sub-committees, as may be appointed there.

The large lecture-room, on the opposite side of the lobby, is furnished with settees, which will accommodate about two hundred and fifty pupils. On the

No. 14.—View of the High School House.





No. 15.—Plan of the Basement of High School.

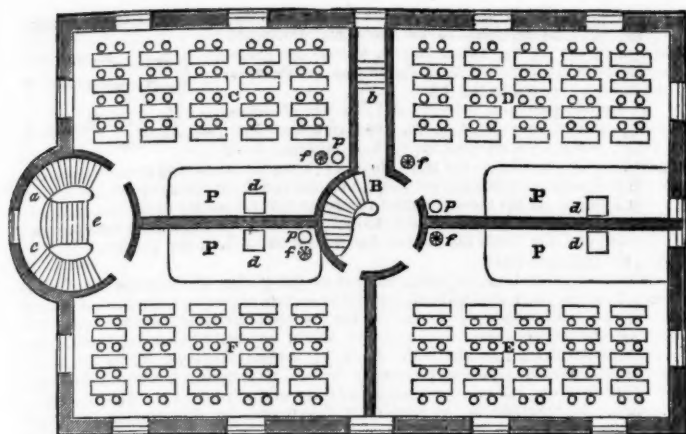
platform [P], raised seven inches from the floor, a long table or counter [d], made convenient for experimental lectures in Chemistry, Natural Philosophy, &c., having pneumatic cisterns for holding gasses. At [F, &c.] are suitable provisions for the fires used in the preparations of chemical experiments. The pump [p], with a sink like the other, is used exclusively by the pupils in the boys' department.

In all lectures, and other exercises in this room, the girls, entering at [a], occupy the seats on the right of [D], the middle aisle. The boys, entering by descending the short flight of stairs [b], are seated on the opposite side of the room. This may seem like descending to useless particulars, but it is done to show that there are no grounds for the objections sometimes made against having a school for boys and for girls in the same building, where the departments are kept entirely separate, except in exercises in vocal music and occasional lectures. The boys enter the house at the end door [B], which is six feet above the basement floor, and, by a short flight of stairs, they reach the first story at [e].

The three rooms [C, D, F] are appropriated to the department for girls. They are easy of access to the pupils, who, ascending the broad flight of stairs, terminating at [B], can pass readily into their respective rooms.

The course of instruction in the school occupying three years, the room [D] is appropriated to the studies for the first, [E] to those of the second, and [F] to the course for the third year. In each room there are three sizes of seats and desks, and their arrangement in all is uniform. The largest are on the back side of the room. The largest desks are four feet eight inches long, and twenty-two inches wide on the top; the middle size is two inches smaller, and the other is reduced in the same proportions. The largest seats are as high as common chairs, about seventeen inches, and the remaining sizes are reduced to correspond with the desks. The passages around the sides of the rooms vary from two to four feet wide, and those between the rows of desks, from eighteen to twenty-four inches.

On the raised platforms [P, P, P, P] are the teachers' tables [d, d, d, d], covered with dark woollen cloth, and furnished with four drawers each. The registers [f, f, f, f] admit the warm air from the furnace, and the pipes [p, p, p] conduct it into the rooms in the upper story. The passage [b] leads into the back yard, which is ornamented with a variety of shrubbery.

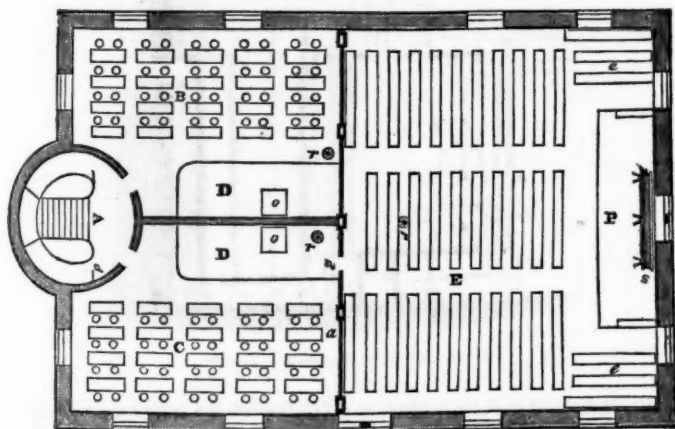


No. 16.—Plan of the First Story of the High School.

The door leading from the room [F] is used only for teachers and visitors, except when the two departments assemble in the hall.

In the room [C] the boys pursue the studies prescribed for the first year; the other rooms in this department are in the next story.

Pupils ascending from the area [e], by two circular stairways, land on the broad space [a, c], from which, by a short flight of stairs, they reach [A], in the following cut, the floor of the upper story, which is sixteen feet in the clear.



No. 17.—Plan of the Second Story of the High School-House.

The room [B] is appropriated to the middle class, and [C] to the senior class. The arrangement of the seats and desks are the same as in the other rooms, except they are *movable*—being screwed to a frame not fastened to the floor, as shown in this cut.

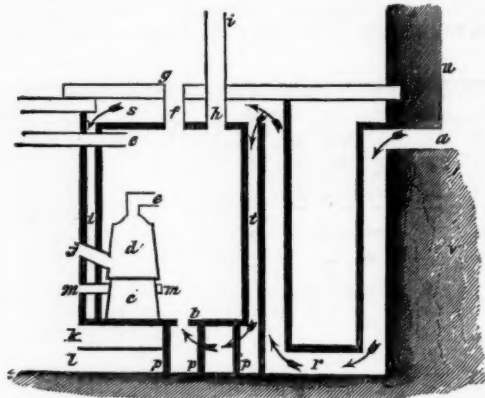


The cross partition [a]—see cut No. 17—is composed of four very large doors, about fourteen feet square, hung with weights in such a manner that they may be raised into the attic, thus throwing the whole upper story into one large hall—an arrangement by which one room can be changed into *three*, and three into *one*, as the occasion may require. On all public occasions, such as Quarterly Examinations, and Annual Exhibitions, the rooms are thus thrown together, and the seats and desks turned so as to face the platform [P], in [E], the principal hall.

Observation and experiment, relative to the modes of warming the public school-rooms, have proved that very *large* stoves, eighteen inches in diameter, render the temperature of the rooms *more uniform and pleasant*, and that they are also *more economical*, both in regard to the amount of fuel consumed, and the amount of repairs required. It is a general principle, that a warming apparatus, containing a *large* quantity of fuel, undergoing a *slow* combustion, is better than one containing a *small* quantity of fuel, in a state of *rapid* combustion. The stoves in the small buildings, and the furnaces in the large ones, are constructed on this principle.

In regard to the construction of furnaces for warming public buildings or private dwellings, so much depends upon circumstances, that no specific plan can be given which would be successful in all cases. One familiar with the principles which regulate the motions of currents of air at different temperatures, can, with an ordinary degree of good judgment and mechanical skill, make a furnace in any place, where one can be made at all, that will accomplish all which the laws of nature will permit.

The following cut is intended to illustrate *two* plans for a furnace.



No. 18.—A Vertical Section of a Furnace

In the first, the cold air is admitted at [a], through the outside walls of the building, and descends in the direction described by the arrows, to [r], and thence rises to the top of the furnace, as shown by the arrows. At this place, the cold air diffuses itself over the whole upper surface, about eight feet by ten, and passes down between the double walls of the furnace, in the spaces [t, l], which extend all around the furnace, and rises from beneath, through a

large opening [b], into the air-chamber, where it is heated and conducted to the rooms by large pipes, [f, k]. The object of this mode of taking in air is two-fold. In the first place, the constant currents of cold air, passing over the top of the furnace, keep that surface comparatively cool, and also keep the floors above the furnace cool, thus removing all danger of setting fire to the wood-work over the furnace.

In the second place, as the inside walls are constantly becoming heated, and the currents of cold air, passing down on all sides of the walls, become rarified by their radiation, and thus, as it were, take the heat from the outside of the inner walls, and bring it round into the air-chamber again, at [b]. This is not mere theory, but has been found to work well in practice. On this plan, the outside walls are kept so cool, that very little heat is wasted by radiation.

In the second plan, the cold air is admitted as before; but, instead of ascending from [r] to the top of the furnace, it passes through a large opening, directly from [r], to [p, p, p], representing small piers, supporting the inside walls, and thence into the air-chamber at [b], and also up the spaces [t, t], to the top [s], from which the air warmed by coming up between the walls is taken into the rooms by separate registers, or is let into the sides of the pipes [f, k].

By this plan, the air passes more rapidly through the air-chamber, and enters the rooms in larger quantities, but at a lower temperature. This is the better mode, if the furnace be properly constructed with large inlets and outlets for air, so that no parts become highly heated; otherwise, the wood-work over the furnace will be in some danger of taking fire. The general defects in the construction of furnaces are:—*too small* openings for the admission of cold air—*too small* pipes for conveying the warm air in all horizontal and inclined directions—and defective dampers in the perpendicular pipes. A frequent cause of failure in warming public buildings and private dwellings may be found in the ignorance and negligence of attendants.

A single remark will close this report, which has been extended, perhaps, too far by specific details—a want of which is often complained of by mechanics who are engaged in building school-houses.

It is believed to be *best*, and, all things considered, *cheapest*, in the end, to build *very good* school-houses—to make their external appearance pleasant and attractive, and their internal arrangements comfortable and convenient—to keep them in *first-rate* order, well repaired, and *always clean*.

The amount of damage done to school property in this city has uniformly been *least* in those houses in which the teachers have done *most* to keep every thing in very good order. The very appearance of school property well taken care of rebukes the spirit of mischief, and thus elevates the taste and character of the pupils.

Respectfully submitted.

N. BISHOP,
Superintendent of Public Schools.

PROVIDENCE, August, 1846.

Since the foregoing Report was published, important alterations have been made in several of the Grammar and Primary School-houses of Providence. In the Grammar School-houses, a projection of the same size and in the same relative position as that in front of the building, is carried up in the rear so as to secure two additional rooms for recitation on the second floor, and one for each school-room on the first. A second story has been added to the Primary School-houses, so as to accommodate a large number of pupils, and secure a better classification of the same. The Superintendent, than whom no one in the country has a better scientific and practical knowledge of the subject, has devised a plan of ventilation, at once cheap and thorough, which will be carried out as soon as means for this purpose are placed at the disposal of the School Committee by the City Council.

The following cut presents a front elevation of one of the new Intermediate School-houses in Providence, designed by Mr. Teft.

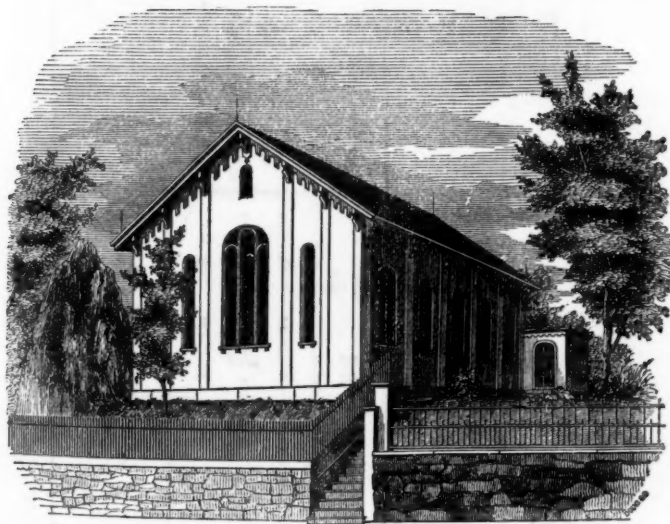
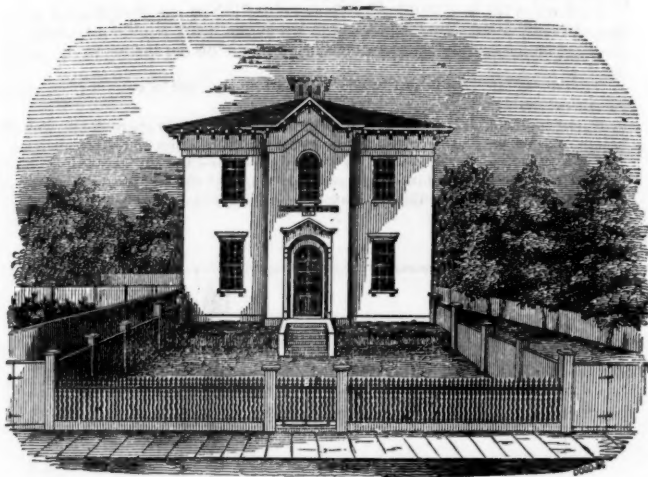


The only private school edifice in Providence which can be compared with the Public School-houses, is a beautiful structure erected by Mr. John Kingsbury, at his own expense, after plans of Mr. Teft, for the accommodation of a school of forty girls. This house is a perfect gem in school architecture, and no young lady can be educated within its walls without receiving not only the benefit of its every appliance for health, comfort and neatness, but at the same time, some advancement in esthetical culture from the exhibition of taste all around her.

The improvements in education, introduced by Mr. Kingsbury in his private school from 1826 to 1838, prepared the way for improvements in the organization and instruction of the public schools, and the improvement of the latter since 1840, have made it necessary for Mr. Kingsbury to take and maintain still higher ground. Mr. Kingsbury has always given his best efforts to improve the public schools.

PUBLIC SCHOOL-HOUSE IN WARREN, R. I.

Fig. 1.



PERSPECTIVE OF MR. JOHN KINGSBURY'S FEMALE SEMINARY, PROVIDENCE, R. I.

The lot is 225 deep and 100 feet wide for a depth of 125 feet, and 161 feet wide for the remaining 64 feet. It is divided into three yards, as exhibited in the ground plan, (Fig. 2,) each substantially inclosed, and planted with trees and shrubbery.

The dimensions of the building are 62 feet by 44 on the ground. It is built of brick in the most workmanlike manner.

Most of the details of construction, and of the arrangement in the interior, are similar to those described on page 214.

Each room is ventilated by openings controlled by registers, both at the floor and the ceiling, into four flues carried up in the wall, and by a large flue constructed of thoroughly seasoned boards, smooth on the inside, in the partition wall, (Fig. 3, x.)

The whole building is uniformly warmed by two of Culver's furnaces placed in the cellar.

Every means of cleanliness are provided, such as scrapers, mats, sink with pump, wash basin, towels, hooks for outer garments, umbrella stands, &c.

The tops of the desks are covered with cloth, and the aisles are to be cheaply carpeted, so as to diminish, if not entirely prevent, the noise which the moving of slates and books, and the passing to and fro, occasion in a school-room.

Fig. 2.

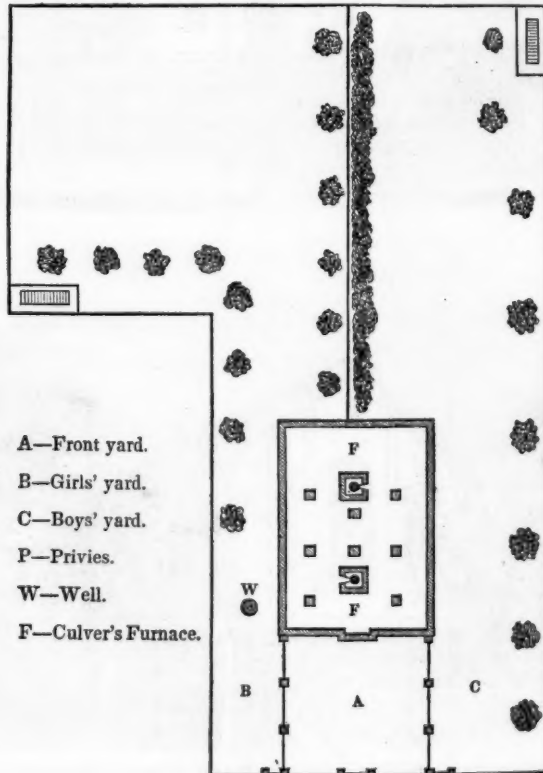
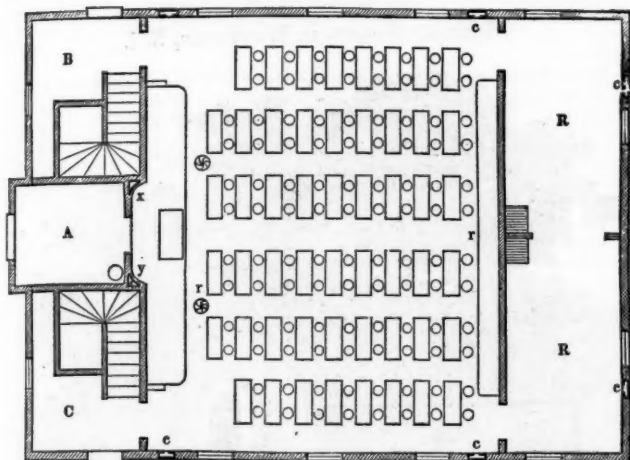


Fig. 3—FIRST FLOOR.



A—Front entrance.

B—Girls' entrance, with mats, scrapers, hooks for clothes, a sink, pump, basin, &c.

C—Boys' entrance do.

R—Recitation rooms, connected by sliding doors.

R, P—Platform for recitation, with a blackboard in the rear.

T—Teacher's platform.

S—Seats and desks; see page 205.

Q—Library and apparatus.

w—Windows, with inside Venetian blinds.

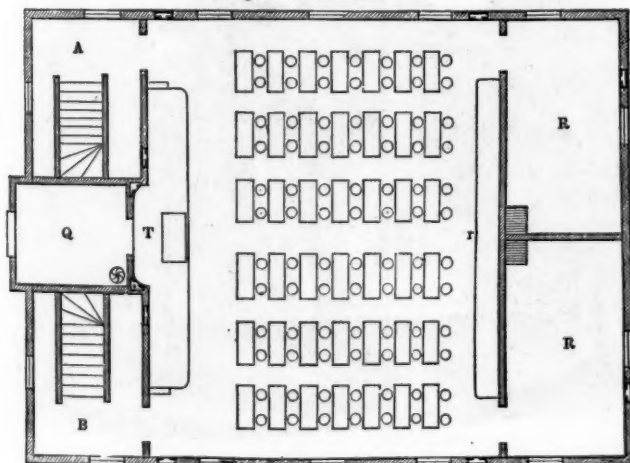
c—Flues for ventilation in the outer wall.

x—Flue for ventilation, lined with smooth, well seasoned boards.

y—Bell-rope, accessible to the teacher by an opening in the wall.

r—Hot air registers.

Fig. 4—SECOND FLOOR.



PRIMARY SCHOOL IN WESTERLY, R. I.



VILLAGE SCHOOL-HOUSE IN ALLENDALE, N. PROVIDENCE, R. I.



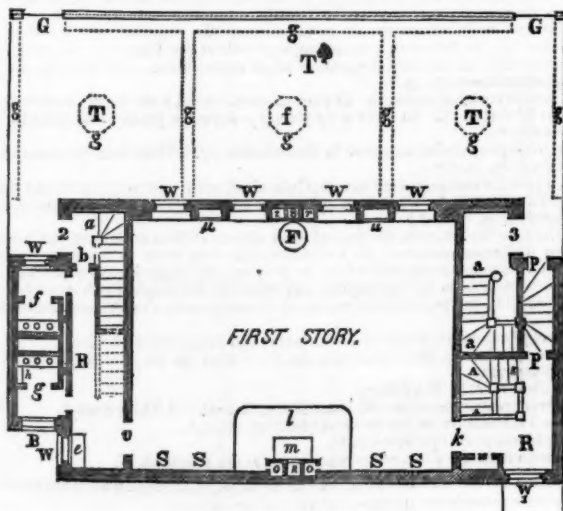
INGRAHAM PRIMARY SCHOOL-HOUSE, BOSTON.

The Schoolhouse, to which the following description and plans more particularly refer, is situated in Sheafe street, at the north part of the City, and on the slope of Copp's Hill, famed in our Revolutionary history. It occupies a space of twenty-six by fifty-three feet, exclusive of the play-ground in front, between it and the street, which is sixteen by fifty-three feet. This front is hardly long enough. Sixty feet would have been much better. The main building is twenty-six by forty-four feet; and there are projections at each end,—one on the west, four and a half by sixteen and a half feet, containing the privies, and one at the east end, three and a half by twenty-one and a half feet, in which is the passage from the lower schoolroom to the play-ground.

The building is three stories in height. Each story contains a Schoolroom, Recitation-rooms, Closets, Entries, and Privies, and is finished twelve feet high, in the clear. Each Schoolroom is lighted by four windows, which are all on one side. The first floor is set eighteen inches above the ground at the front of the building. The Cellar is finished seven and a half feet high, in the clear; and its floor is on a level with the surface of the ground at the back of the building, where is the entrance-door to the first story.

The Schoolrooms in the first and second stories are thirty feet in length, by twenty-two feet and four inches in width, and contain six hundred and seventy square feet of floor. That in the third story is thirty-two feet in length, by twenty-two feet and nine inches in breadth, and contains seven hundred and thirty square feet of floor. Thus allowing from ten to twelve or thirteen square feet of floor, and one hundred and fifty cubic feet of air, to each scholar.

The following diagram will show the arrangement of the ground-floor, with the Play-ground in front.



Scale 16 feet to the inch.

The following references will apply to the ground-plan of each of the three stories.

1, Entrance to First Story, by a door under the window W, the back part of the building being eight feet lower than the front.

2, 3, Entrance-doors to the Second and Third Stories.

A, A, A, Stairs to First Story, from the Entrance-door 1.

B, Blinds in Boys' Privies.

F, Fireplace or Furnace-flue, or Stove, when one is used instead of a Furnace.

G, G, Entrance-gates to Second and Third Stories. The Iron Fence extends the whole length of the front on the street, broken only by these two gates.

R, R, Recitation-rooms, or spaces used for that purpose. In the *first story*, that on the right being the entrance-passage to the schoolroom, and that on the left, the passage to the Second Story.

S, S, S, S, Large Slates, measuring four by two and a half feet, affixed to the walls, instead of Blackboards.

T, T, T, Trees in Play-ground. That near the fence, is an old horse-chestnut tree.

U, Umbrella stands. The place of those of the *second story* only are shown. In the other stories, they are also in the entrance-passages.

W, W, Windows.

a, Stairs to Second Story.

b, b, b, In *second story*, Entry, and place for Boys' Clothes-hooks, also used as a Recitation-room. In *third story*, place for Clothes-hooks.

c, In *second story*, Door into the Recitation-room where are the Sink and Girls' Clothes-hooks. In *third story*, Door into Recitation-room where is the Brush Closet and entrance to Girls' Privy.

d, d, d, In *second story*, Girls' Clothes-hooks.

e, Sinks.

f, Privy for Girls.

g, Privy for Boys.

h, Trough in ditto.

i, i, Space between the walls of the Privies and main building, for more perfect ventilation, and cutting off of any unpleasant odor. [This space is here too much contracted, on account of the want of room. It would be much better, if greatly increased.]

k, Entrance-door to Schoolroom, through which, only, scholars are allowed to enter. In *third story*, the passage from the stairs to the Entrance-door is through the Recitation-room.

l, Teachers' Platforms, six feet wide and twelve feet long, raised seven inches from the floors.

m, Teachers' Tables.

n, Ventiduct. That for each room is in the centre of that room. These are better shown in the diagram representing the Ventilating arrangement, (p. 183.)

o, o, Closets, in the vacant spaces on the sides of the Ventiducts, in the First and Second Stories. In *first story*, they are on each side of the Ventiduct; in *second story* only on one side. In the *third story*, there are of course none. See the diagram of the Ventilating arrangement, (p. 183.)

p, p, Ventiducts for other rooms. In plan of *second story*, p shows the position of the Ventiduct for first story. In *third story* plan, p p show the positions of those for both the lower stories.

q, q, q, Childrens' chairs, arranged in the *second story*. Their form is represented in another diagram, (p. 181.)

r, s, t, Hot-air Flues from the Furnace, Cold-air Flues if Stoves are used, and Smoke Flues. These will be better understood by a reference to the diagram explanatory of the Chimney Pier, (p. 182.)

u, u, Cabinets for Minerals, Shells, and other objects of Natural History or Curiosity.

v, Door of Recitation-room. In *first story*, this door leads to the entry in which are the Sink, Brush-Closet, entrance to the Privies, and passage to Second Story. In *second story*, it leads to the Recitation-room where is the Teacher's Press-closet; and in the *third story*, to that in which are the Sink, entrance to the Privies, and Stairs to the Attic.

w, Teacher's Press-closet, fitted with shelves and brass clothes-hooks.

x, Closet for Brooms, Brushes, Coalhods, &c. That for the *first story* is under the Second-Story stairs.

a, a, a, Stairs to the Third Story.

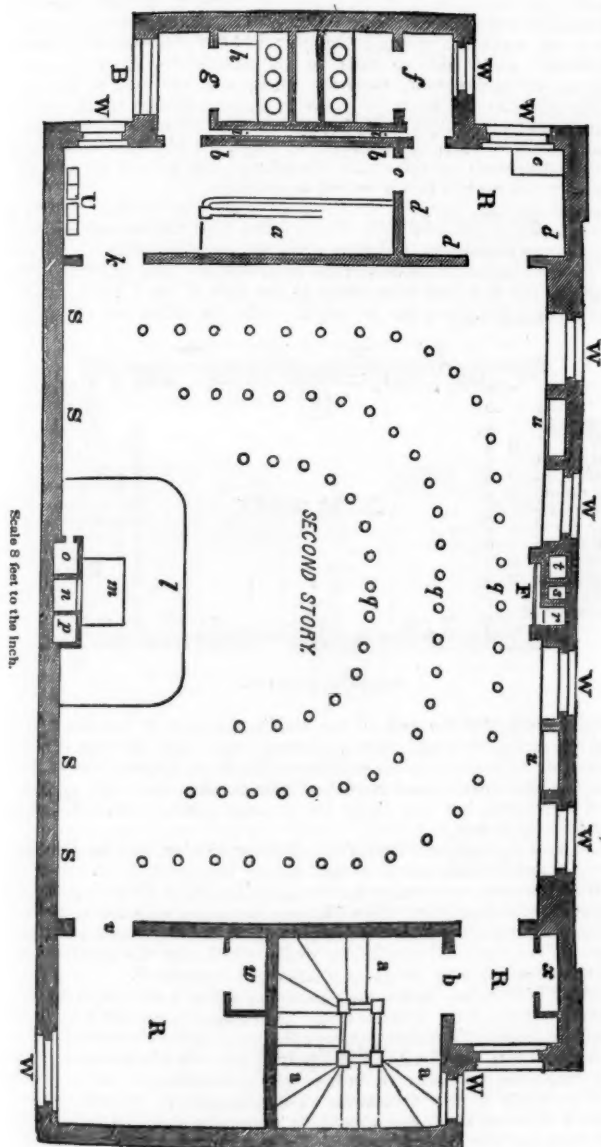
b, b, Doors connecting First and Second, and Second and Third Stories.

f, Place for Fountain, in the centre of the Play-ground.

g, g, Grass-plats, or Flower-beds.

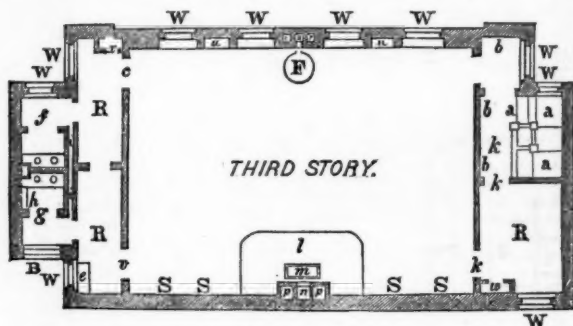
p, Passage from the First-Story Schoolroom to the Play-ground.

The Plan of the *second story*, on the next page, is drawn on a larger scale, for greater convenience in showing all the arrangements. The references on this diagram are more copious and minute than on either of the others.



The building fronts nearly N. N. E., and of course all the light comes into the Schoolrooms from the North. At the same time, in order to secure the benefit of the winds that prevail in Summer, and the admission of "a streak of sunshine," which adds so much to the cheerfulness of any room, and particularly of a schoolroom, there are windows in the back or southerly wall, opening into the recitation-rooms or entries, through which, and the entrance-doors, the sunlight finds its way into each schoolroom. The Neapolitan proverb, "Where the sun does not come, the physician must," has not been lost sight of; though it must be confessed that we have not been able to pay so much attention to it as would be desirable.

The next diagram, which is on the same scale with the first, will show the arrangement of the *third story*, which differs from the first and second in having a larger schoolroom, and more space for recitation-rooms; less space being occupied for stairways than in the other stories. The partitions at the ends are set one foot each way nearer to the ends of the building, making the Schoolroom thirty-two feet in length, while the others are only thirty.



Scale 15 feet to the inch.

It will be seen, that the ends of the building are cut off from the school-rooms, by entries, stairways, recitation-rooms, &c., and the back and end walls are left blank, for convenience in displaying Maps, Charts, Pictures, &c., and for the large Slates, used instead of Blackboards. As ample provision, as was practicable, has been made for recitation-rooms, closets, and other necessary conveniences.

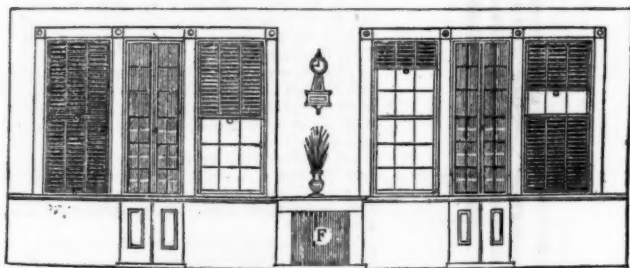
It will be seen, from the Plans of the different Stories, that the Entrance-door (k) to each Schoolroom is in that part of the partition nearest to the back walls; so that, on entering the room, the Teacher's Platform is directly before the scholar or visitor. This Platform is six feet wide and twelve feet long, and is raised seven inches above the floor, that being a sufficient height to give the Teacher a full view of the whole school. In the transverse-sectional elevation, (p. 184,) the raised Platform is shown at P.

On this Platform, is a Table, (m,) instead of a Desk, that being the more convenient article for the Teacher's use. On it, are constantly kept, in full view of the scholars, THE LAWS OF THE SCHOOL,—the *Holy Bible*, the Rule and Guide of Life, the Moral and Religious Law; the *Dictionary*, the *Law of Language*, the Authority for Orthography and Orthoepey; and the *Rules and Regulations of the Committee*. These should be always on every Teacher's table or desk, and should be frequently appealed to. On this Table, also, are the Record Book of the School, Ink-standish, Table Bell, and other necessary articles.

In front of the Teacher's Platform, and facing it, arranged in a semi-circular form, as shown at *q q q*, in the Plan of the Second Story, are the Seats for the scholars. These are comfortable and convenient Arm-chairs, of which the annexed diagram shows the form. Each has a rack at the side (*A*) for convenience in holding the books or slates of the scholars. These chairs were the contrivance of Mr. Ingraham, and were introduced by him into the Primary Schools, in 1842, since which time, the Primary School Board have recommended their introduction into all their schools, in preference to any other seats, and about one hundred and thirty of the one hundred and sixty schools are now supplied with them. They are *not* fastened to the floor, but can be moved whenever necessary; and this is found to be a great convenience, and productive of no disadvantage. They have been strongly recommended by the Committees on School and Philosophical Apparatus, at the Exhibitions of the Massachusetts Charitable Mechanics' Association, in 1844 and 1847, and premiums were awarded for them in both those years.



The following diagram is an elevation of the Front wall of the Schoolroom, as seen from the Teacher's Platform. It is on the same scale with the preceding Plan of the Second Story,—eight feet to the inch.



Each Schoolroom is lighted by four windows; and in the central pier, between the windows, are the Cold-air and Chimney Flues, or the Furnace Flues. The Fire-place, or Furnace Flue, is represented at *F*, as in the preceding Plans of the different Stories. The arrangement of the Flues, in this pier, will be seen in the next diagram.

On the mantel-piece, over the Furnace Flue, is, in one room, a Vase of Native Grasses, or Flowers, and in the others, ornamental Statues, or Statuettes, furnished by the Teachers. Above this, suspended on the pier, is the Clock.

Between the other windows, are Cabinets, for the reception of Minerals, Shells, and other objects of Natural History or Curiosity. Their location is seen at *u u*, in the Plans of the respective Stories. There are two of these Cabinets in each Schoolroom, between the windows, above the skirting, and as high as the windows, with double sash-doors, of cherry-wood, hung with brass hinges, fastened with thumb-slides and locks, and fitted with rosewood knobs. There are twelve shelves in each, six of them being inclined, with narrow ledges on each, to prevent the specimens from rolling off. Immediately below them are small Closets, with four shelves in each, and double doors, hung and fastened in the same manner as the sash doors.

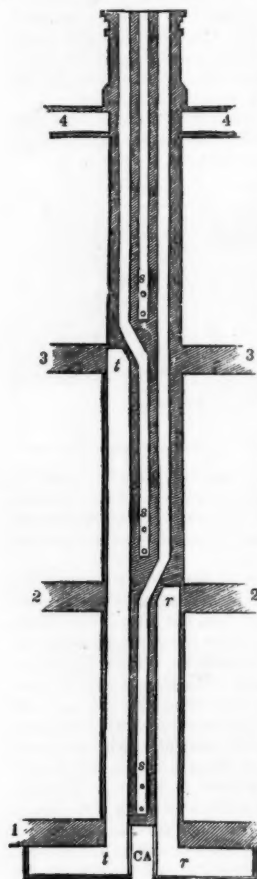
The Blinds of the Second Story, represented in this diagram, are framed, two parts to each window, and are hung with weights and pulleys, in the same manner as the window sashes. They run up above the tops of the windows, and behind the skirting of the next story above, in close boxes, and

have rings on the bottom rails, to draw them down. In this elevation, they are shown in different positions. The windows in the First Story are fitted with Venetian Blinds, and those in the Third Story with Inside Shutter-Blinds.

All the window-stools are wide, and contain Vases of Native Grasses, or Flowers.

Particular attention has been given to the mode of Heating and Ventilating these buildings; and provision has been made for a copious and constant supply of fresh air, from out-of-doors, which is so introduced, that it is sufficiently warmed before it enters the Schoolrooms.

The Sheafe-street building is heated by one of Chilson's largest-sized Furnaces; though it was originally constructed with a view to using Dr. Clark's excellent Ventilating Stoves, as in the other two buildings.*



Scale 10 feet to the inch.

The accompanying diagram shows the arrangement of the Cold-air and Smoke Flues, as arranged for the Stoves. It will be well to examine it in connection with the transverse-sectional elevation, (p. 184,) and the Floor Plans of the different Stories, (pp. 177, 179, 180.)

1, 2, 3, Floorings of the First, Second, and Third Stories. 4, Roof.

CA, Cold-air Flue for First Story, which delivers the air from without, under the Stove, as shown at CA, in the transverse-section, (p. 184,) and at F, in the floor-plans.

r, r, Cold-air Flue for Second Story, which empties into the box under the Stove, at CA, in the Second Story of the transverse-sectional elevation. It corresponds to r, in the Floor Plans of the first and second stories.

t, t, Cold-air Flue for Third Story, which empties into the box CA, under the Stove of that Story, as seen in the transverse-sectional elevation, and at F, in the Floor Plan. It corresponds to t, in the Floor Plans.

These Cold-air Ducts are twelve by eighteen inches, inside, and are smoothly plastered, throughout. This is hardly large enough, however.

s, s, Smoke Flues. That of First Story corresponds to s, in the floor plan of first story, and to r, in those of the second and third. That of Second Story corresponds to s, in second-story Plan, and to t, in third-story Plan. That of Third Story corresponds to s, on the Plan of that Story.

These Smoke Flues are eight inches square, inside, and are smoothly plastered, throughout. That of each Story commences in the centre of the pier in the room to which it belongs.

[The pier in which these Cold-air Ducts and Smoke Flues are placed, is wider than the piers between the other windows, in order to allow sufficient width to the Ducts. It must be at least six feet.]

It will be seen, from the transverse-sectional elevation, (p. 184,) (the Smoke Flue in which is represented as continuous, it not being practicable to show the bends,) as well as from the Plans of each Story, that the arrangements for Ventilation are directly opposite the Chimney Flues. The Ventiducts are contained in the projecting pier back of the Teachers' Platforms and Tables shown at l, m, in the Floor Plans.

It has already been stated, that particular attention has been paid to the

* Descriptions and Plans of this Furnace and Stove will be found on page 148.

mode of Ventilation; and it is believed that the system, if not perfect, is better adapted to its purpose than any other. The Ventiduct for each room is of sufficient size for the room; and the three are arranged as shown in the next diagram. It will be seen, that the Ventiduct for each room is in the centre of the pier, thus avoiding any unsymmetrical or one-sided (and of course unsightly) appearance.

1, 2, 3, 4, Floorings of the First, Second, and Third Stories, and Attic.

c, c, c, Ventiduct of First Story, commencing in the centre of the pier. Between the ceiling of this room and the floor of the Second Story, this flue is turned to the left, and then continues in a straight line to the Attic, where it contracts and empties into the Ventilator *V*, on the Roof.

d, d, d, Ventiduct of Second Story, also commencing in the centre of the pier, and turning to the right, between the ceiling of the Second and floor of the Third Story, whence it is continued to the Attic, and empties into the Ventilator *V*.

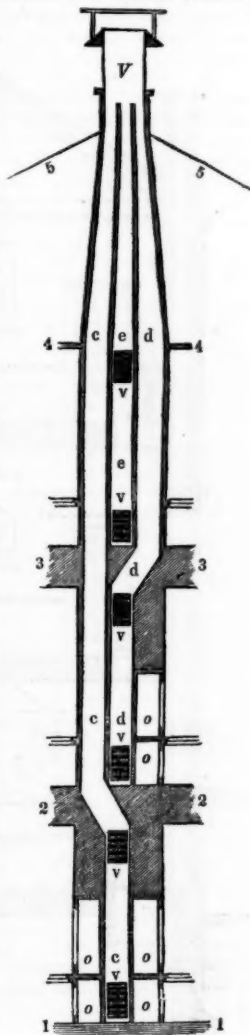
e, e, e, Ventiduct of Third Story, also emptying into *V*.

These Ventiducts are made of thoroughly seasoned pine boards, smooth on the inside, and put together with two-inch screws. Each, as will be seen, is placed in the centre of the room to which it belongs. They are kept entirely separate from each other, through their whole length, from their bases to the point where they are discharged into the Ventilators on the Roof. Each is sixteen inches square *inside*, through its whole length to the Attic, where, as will be seen by the diagram, each is made narrower as it approaches its termination, till it is only eight inches in width, on the front, the three together measuring twenty-five inches, the diameter of the base of the Ventilator on the roof. As they are contracted, however, in this direction, they are gradually enlarged from back to front, so that each is increased from sixteen to twenty-four inches, the three together then forming a square of twenty-five inches, and fitting the base of the Ventilator into which they are discharged. The increase in this direction will be better seen in the Elevation on p. 184, where *V V* represents one Ventiduct, continued from the lower floor to the Ventilator.

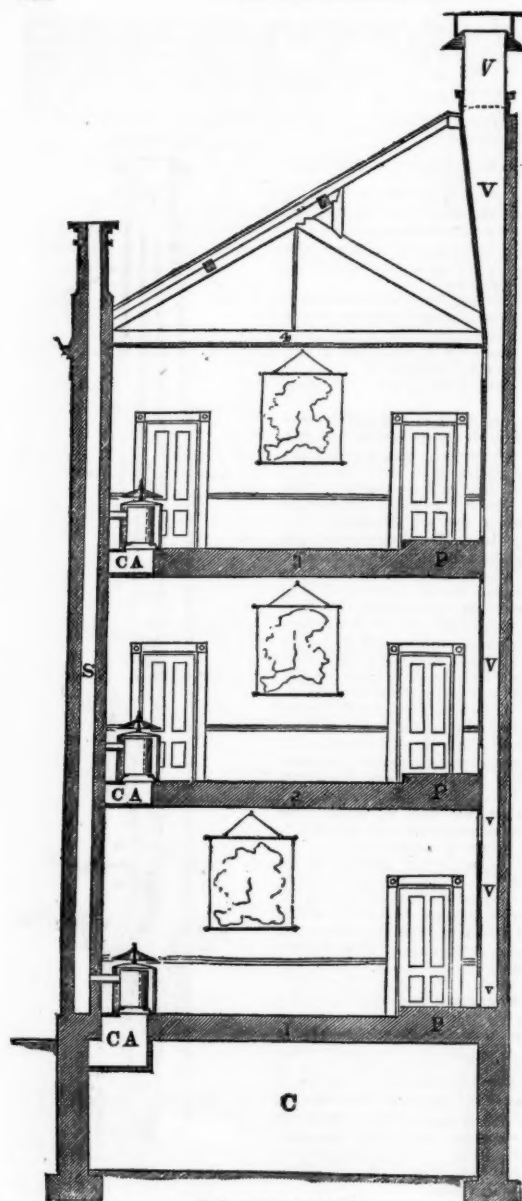
V, Ventilator, on the Roof, into which the three Ventiducts from the schoolrooms are discharged. This is twenty-five inches in diameter.*

v, v, Registers, to regulate the draught of air through the Ventiducts. There are two of these in each Ventiduct, — one at the bottom, to carry off the lower and heavier stratum of foul air, which always settles near the floor; and the other near the ceiling of the room, for the escape of the lighter impure air, which ascends with the heat to the top of the room. Each of these Registers has a swivel-blind, fitted with a stay-rod, and may be easily opened or closed by the Teacher.

o, o, Closets. The Ventiduct of each Story being in the centre of the projecting pier, affords room for Closets, on each side in the First Story, and on one side in the Second Story, as shown at *o o*. There are four in the First Story, two above and two below the wainscot. In the Second Story, there are two only, one above and the other below the wainscot; the other side of the pier being occupied by the Ventiduct of the First Story. In the Third Story there are of course none.



Scale 10 feet to the inch.



1, 2, 3, 4, Floor-
ings of the First
Second, and Third,
Stories, and the
Attic.

C, The Cellar.

CA, Cold-air
Boxes, opening
under the Stoves.

S, Smoke Flue.

P, Teachers'
Platforms.

V, Ventiduct,
emptying into the
Ventilator on the
Roof.

v, v, Ventiduct
Registers.

V, Ventilator.

Scale 10 feet to the inch.

This plan of arranging the Heating and Ventilating apparatus has been adopted by the Committee on Ventilation of the Grammar School Board; but as their plans and diagrams were taken from Mr. Ingraham's first draughts, before his final arrangement was decided upon, they are not so complete as these.

The preceding diagram gives a transverse-sectional elevation of the building. It has already been stated, that the children are seated with their backs to the light, and their faces towards the Teacher's Table and the wall above and on either side of it. On this wall, and also on the two end walls, (as shown in the transverse-section,) are suspended Maps, Charts, and Pictures, not only for ornament, but for the communication of instruction. Vases of Flowers and Native Grasses ornament the window-stools and the Teachers' Tables; and Statuettes and other useful ornaments and decorations are placed in various parts of the rooms: so that whatever meets the eyes of the children is intended to convey useful and pleasing impressions, encouraging and gratifying the love of the beautiful, and combining the useful with the agreeable. The Cabinets of Minerals, Shells, and other objects of Natural History and Curiosity, add much to the interest and beauty of the rooms.

On the back wall, on either side of the Teacher's Platform, at SSSS, are four large Slates, in cherry-wood frames, each two and a half by four feet, used instead of Blackboards. These Slates are far preferable to the *best* Blackboards, and cost about the same as common ones. The Teachers greatly prefer them to Blackboards. In using them, slate pencils are of course employed, instead of chalk or crayons, and thus the dust and dirt of the chalk or crayons,—which is not only disagreeable to the senses, but deleterious to health, by being drawn into the lungs,—are avoided. These Slates may be procured in Boston, of A. Wilbur.

Each School has convenient Recitation-rooms; though, in consequence of the space occupied by the stairs to the Second and Third Stories, the lower Story is not so conveniently accommodated, in this respect, as could be desired. It has, however, two good Entries, which are used for this purpose. In the Second and Third Stories, there are three of these rooms, of which much use is made. Their location is shown in the Floor Plans.

In these ante-rooms, are Closets for Brooms, Brushes, and other necessary articles of that description, and also Press-closets, furnished with shelves and brass clothes-hooks, for the Teachers' private use. In these, also, are Sinks, furnished with drawers and cupboards, pails, basins and ewers, mugs, &c. Pipes leading from the Sinks, convey the waste water into the Vaults; and in a short time, the waters of Lake Cochituate will be led into each Story.

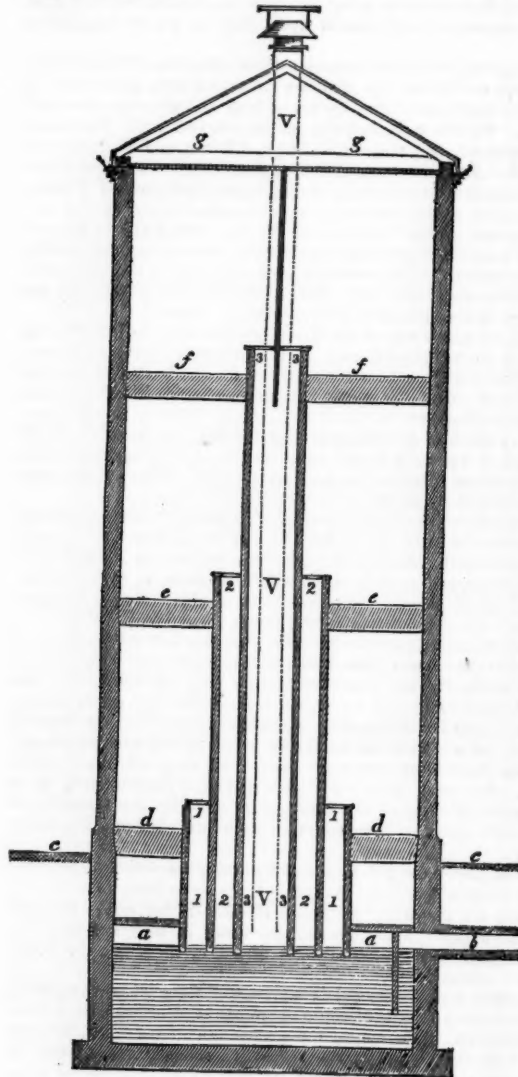
Each School has its own separate entrance; so that they will not interfere with each other. And each is provided with sufficient conveniences in its entry, for hanging the clothing of the pupils, thus avoiding the necessity of its ever being brought into the Schoolroom. Each has also two Umbrellastands in its entry.

In the Cellar, are placed the Furnace, and necessary conveniences attached to it, with Bins for coal and wood. Also two Rain-water Butts, one at each end, which receive all the water from the Roofs. Being connected with each other, by leaden pipes, under ground, the water in both stands at the same level; and a pipe, leading from the top of one of them into the Vault, prevents their ever running over.

The Cellar is paved with brick, and is convenient for a play-room, when the weather is too stormy for the children to go out of doors at recess-time.

Instead of having the usual out-door conveniences in the yard, they are here connected with the entries of the respective schoolrooms, so that no child has to go into the open air, except for play in recess-time, or to go

home. This is considered a very great convenience, and a matter of the highest importance.



Scale 10 feet to the inch.

The preceding transverse-section will show the peculiar arrangement of the Privies to the different stories, and the manner in which all unpleasant consequences or inconveniences are, it is believed, effectually guarded against.

a, a, Surface of the water in the Sesspool.

b, Outlet to the common sewer.

c, c, Surface of the ground outside the building.

d, d, Floors of First Story, of stone.

e, e, Floors of Second Story.

f, f, Floors of Third Story.

g, g, Attic.

1, 2, 3, Seats and Wells of First, Second, and Third, Stories.

V, V, V, Ventiduct, ten inches square *inside*, extending from within one foot of the surface of the water in the Sesspool, to the Ventilator on the roof. Its sides are represented by the dotted lines

By the Plans of the different Stories, it will be seen, that the Privies are in a Projection on the western end of the building, the wall of which is separated from that of the main building, by the space *i i*, this space being four inches between the walls, and extending from the floor of the First Story to the Attic. The doors leading from the entries are kept closed, by strong springs; and at B, in the southern wall, is a Blind, through which the air constantly passes into this space, and up to the Attic, whence it is conveyed in a tight box to the Ventilator on the Roof. Except in very cold or stormy weather, the window in the northern side is kept open, (the outer blinds being closed,) and thus the whole of the Projection is cut off from the main building by external air. The space between the Projection and the main building is not, however, so great as it would have been made, had there been more room.

It will be seen, that there is a distinct Well to each Privy, separated from the others by a brick wall ending *below* the surface of the water in the seshpool. Of course, the only odor that can possibly come into either of the apartments, must come from the well of *that* apartment, there being no communication with any other, except through the water. And as every time it rains, or water is thrown in from the sinks, the water in the seshpool will be changed, and washed into the common sewer, it would seem that no danger of unpleasant odor need be feared. When the City water is carried to every floor of the building, the conveniences for frequently washing out the seshpool will be greatly increased.

There are two apartments on each floor; one for the girls, at *f*, and another for the boys, at *g*. In the latter, is a trough, (*h*), with a seshpool, and pipe leading into the well, under the seat. There is no window in the boys' apartment, but merely the blind, B, which extends from the floor to the ceiling. The girls' apartment, being in the front part of the Projection, is provided with a window similar to the others, and outside blinds.

Each apartment is fitted with pine risers, seats, and covers. The covers are hung with stout duck or India-rubber cloth, instead of metal hinges, which would be liable to corrode, and are so arranged that they will fall of themselves, when left. The edges of the cloth are covered with narrow slats. There is a box for paper in each apartment. The whole finish is equal to that of any other part of the building.

The interior plastering of all the walls of the building is hard-finished, suitably for being painted.

All the Rooms, Entries, Stairways, and Privies, are skirted up as high as the window-stools, with narrow matched beaded lining, gauged to a width not exceeding seven inches, and *set perpendicularly*.

The interior wood-work of the lower Schoolroom, as well as the interior of all the Closets and Cabinets, is painted white. The skirting of the Second Story is of maple, unpainted, but varnished. All the rest of the inside wood-work is painted and grained in imitation of maple, and varnished. The outside doors are painted bronze. The blinds are painted with four coats of Paris green, and varnished.

In some other schoolrooms in the City, the interior wood-work,—even of common white pine,—has been left unpainted, but varnished, with a very good effect; and it is contemplated to have some of the new Schoolhouses soon to be erected, finished in the same way. White pine, stained with asphaltum, and varnished, presents a beautiful finish, and is cheaper than painting or graining.

In the angles formed by the meeting of the walls with the ceiling of each room, and entirely around the room, are placed rods, fitted with moveable rings, for convenience in suspending maps, charts, and pictures, and to avoid the necessity of driving nails into the walls.

PLAN AND DESCRIPTION OF BOWDOIN GRAMMAR SCHOOL-HOUSE.

The new Bowdoin School-house, completed in 1848, is situated on Myrtle street, and with the yard occupies an area of about 75 feet by 68 feet, bounded on each of the four sides by a street. It is built of brick with a basement story of hammered granite, and measures 75 feet 9 inches extreme length by 54 feet 6 inches extreme breadth—having three stories, the first and second being 13 feet, and the third, 15 feet high in the clear. The ground descends rapidly from Myrtle street, thereby securing a basement of 15 feet in the rear. One third of which is finished into entries, or occupied by three furnaces, coal bins, pumps, &c., and the remaining two thirds is open to the yard, thereby affording a covered play-ground for the pupils.

The third story is finished into one hall 72 feet long by 38 feet wide, with seats and desks for 160 pupils. On the south side of this hall there are two recitation rooms, each 16 feet by 12 feet, and a room for a library, &c. There are three rooms of the same size on the two floors below.

The second story is divided into two rooms by a partition wall, each of which is 35 feet by 38, and accommodates 90 pupils, and so connected by sliding doors that all the pupils of both schools can be brought under the eye and voice of the teacher.

The first story corresponds to the second, except there are no sliding doors in the partition, and no connection between the room except through the front entry. The two rooms on this floor have each seats and desks for 100 pupils.

Each story is thoroughly ventilated, and warmed by one of Chilson's Furnaces. In each furnace the air chambers, the apertures for conducting the cold air into them, and the flues for constructing the heated-air into the rooms in each story, being all large, a great quantity of warm air is constantly rushing into the rooms, and the ventilating flues or ventiducts being so constructed and arranged that the air of the rooms will be frequently changed, and that a pure and healthy atmosphere will at all times be found in each of these rooms, provided the furnaces are properly and judiciously managed. On the top of the building there are two of Emerson's large ventilators, connected with the attic and ventilating flues, through which the impure air passes out into the atmosphere above.

To accommodate pupils who come to school with wet feet or clothes, there is an open fire in a grate in one of the recitation rooms.

Each room is furnished with Wales' American School Chair, and Ross's Desk, and both desk and chair are in material, form and style, as described on page 202 and 205.

This is a school for girls only, and consists of two departments, one of which is called the Grammar department, and the other the Writing department; the master of each department being independent of the other.

The number of assistant female teachers in each department of this school, when full, will be four, the teachers in each department being independent of the master and teacher in the other.

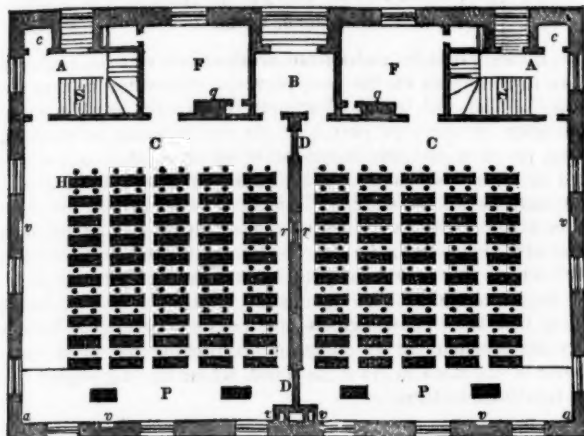
The master of the Grammar department and two of his assistants will occupy the large hall in the third story, and his other two assistants will occupy one of the rooms in the first story.

The master of the writing department and two of his assistants will occupy the rooms in the second story, and his other two assistants will occupy the other room in the first story, each master being the superintendence of his own department.

The school, when full, will be divided into five classes, and each class into two divisions, nearly equal in numbers. The first week after the vacation in August, the first division of each class will attend in the grammar department in the morning, and the second division of each class will attend in the writing department; and in the afternoon, the second division of each class will attend in the grammar department, and the first, in the writing department. The next week, this order of attendance is to be reversed, and this alteration is to continue through the year, the weeks of vacation not being counted.

This house and the Quincy Grammar School-house are built after designs by Mr. Bryant.

PLAN OF FIRST AND SECOND FLOOR.



A, A, Entrance for Pupils.

B, Ditto for Teacher.

C, C, Study halls, each 35 by 38 feet; with seats and desks for 100 pupils.

D, Sliding door, by which the two rooms on the second floor are thrown into one.

E, Study hall, 72 feet by 38.

F, F, Two recitation rooms on each floor, 16 feet by 12.

G, Room 10 feet by 12, for library, apparatus, &c.

H, Ross' desk, and Wales' chair.

P, Teacher's platform with desk for teacher and assistants.

S, S, Staircase leading to second and third floors.

a, Case with glass doors for apparatus.

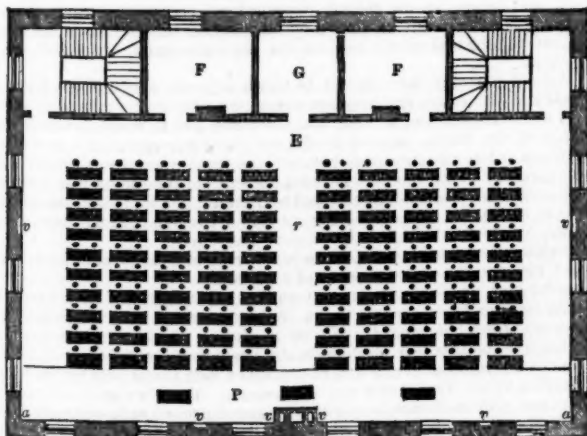
c, Closet for Teacher.

g, Grate.

r, Hot air register.

v, Flues for ventilation.

PLAN OF THIRD FLOOR.



PLANS AND DESCRIPTION OF THE PUBLIC HIGH SCHOOL-HOUSE,
HARTFORD, CONN.

The Public High School-House of Hartford was built after more than ordinary search for the best plan, (a committee having visited Boston, Lowell, Salem, Newburyport, Worcester, Providence, and Middletown, for this purpose,) under the constant oversight of a prudent, practical and intelligent building committee, and with due regard to a wise economy. The committee were limited in their expenditure for lot, building, and fixtures, to \$12,000; and when it was ascertained that a suitable building could not be constructed for that sum, individuals on the committee immediately contributed \$2,400 out of their own pockets to complete the house with the latest improvements. The committee have now the satisfaction of knowing that their contributions and personal oversight have been mainly instrumental in erecting and furnishing the most complete structure of the kind in New England, when the aggregate cost is taken into consideration.

The High School is designed for both males and females, and the arrangements of the buildings, and the grounds, are made with reference to the separation of the sexes, so far as this is desirable in the same school.

The lot on which the building stands is at the corner of Asylum and Ann streets, and is at once central, and large enough for the appropriate yards. The yards are separated by a close and substantial board fence, and the grounds are well laid out and properly inclosed; they will also soon be planted with trees and shrubbery. The building is of brick, three stories high, upon a firm stone basement. Its dimensions are 50 by 75 feet. The basement is 13 feet in the clear, six feet of which are above the level of the yard. This part of the building is occupied by furnaces, coal bins, sinks, pumps, entrance rooms, &c. At one end, and on two opposite sides of the building, a stair case eleven feet in width extends from each of the two entrance rooms, to the upper story, with spacious landings on the first and second floors. Two rooms, each 11 by 14 feet, are between the stair cases, the one on the first floor being used for a front entry to the building, and the one on the second floor being appropriated to the Library and Apparatus. Two closets, eleven by four feet on the first floor, and immediately beneath the stair cases, receive the outer garments, umbrellas, &c., of the teachers.

An aisle of four feet four inches in width extends between the desks and outer walls of the rooms, and between every two ranges of desks is an aisle of two feet four inches in width. An aisle of eight feet in width passes through the middle of the rooms, parallel to the narrower passages. A space of five feet in width is likewise reserved between the remote seats in the ranges and the partition wall of the rooms. Around the sides of the rooms, tastefully constructed settees are placed for occasional recitations, and for the accommodation of visitors, and in the upper room for the use of the pupils of the room below, during the opening and closing exercises of the school.

The pupils, when seated, face the teachers' desks and platforms, which occupy the space between the entrance doors of each room.

A blackboard, or black plaster surface, forty feet long, and five broad, extends between the doors leading to the recitation rooms, which are also lined with a continuous blackboard. There is also a blackboard extending the entire length of the teachers' platform in the lower room, and two of smaller dimensions in the room above, a part of the space being occupied by the folding doors leading to the library and apparatus room. Twenty chairs, of small dimensions and sixteen inches in height, are placed around each recitation room, thirteen inches apart and seven inches from the walls, and securely fastened to the floor. A clock, with a circular gilt frame and eighteen-inch dial plate, is

placed over the teachers' platform in each school room, in full view of the pupils. A small bell is also placed above the teachers' platform in the lower room, with a wire attached, passing to the desk of the Principal, in the room above, by which the time of recesses, change of recitation classes, &c., are signified to the members of the lower rooms.

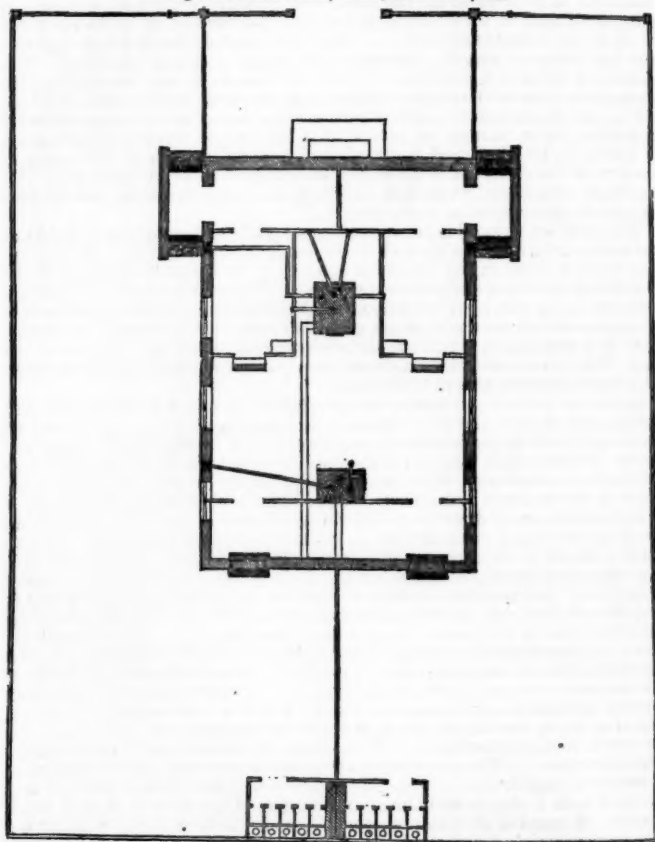
The school-rooms in the first and second stories are 50 feet square, and 13 feet in height—to each of which, two recitation rooms 12 by 23 feet are attached. The large rooms are furnished with "Kimball's improved School Chairs and Desks," placed in six ranges, extending back from the teachers' platforms, ten desks forming a range, and two chairs attached to each desk, furnishing accommodations in each room for 120 pupils—60 of either sex. Ample room yet remains in front of these ranges to increase the number of desks when the wants of the school demand them. The desks are four feet in length and one foot four inches in breadth, constructed of cherry, oiled and varnished. The moderately inclined tops are *fixed* to the end supporters, and the openings for books are in front of the pupils. Glass inkstands are inserted in the tops of the desks, and the ink protected from dust and the action of the atmosphere by mahogany covers turning on pivots. The chairs are constructed with seats of basswood, hollowed, and backs of cherry, moulded both to add beauty to the form of the chair, and to afford support and comfort to the occupants. All are neatly stained and varnished, and they, as well as the desks, rest on iron supporters, firmly screwed to the floor.

The entire upper story is converted into a hall, being twelve feet in height at the walls, rising thence in an arch to the height of seventeen feet. This is appropriated to reading, and declamation, and for the female department of the school, to daily recess, and calisthenic exercises. A moderately raised platform is located at one end, above which an extended blackboard is placed, and settees are ranged around the walls; these, properly arranged, together with the settees from the lower rooms, which are easily transported above, speedily convert the open *Hall* into a commodious Lecture room,—and also adapt it to the purposes of public examinations and exhibitions.

In each of the two entrance rooms are placed the means of cleanliness and comfort,—a pump of the most approved construction, an ample sink, two wash basins with towels, glass drinking tumblers, and a looking-glass. Ranges of hooks for hats, coats, bonnets, cloaks, &c., extend around the rooms, and are numbered to correspond with the number of pupils, of each sex, which the capacity of the house will accommodate. In the girls' room, pairs of small iron hooks are placed directly beneath the bonnet hooks, and twelve inches from the floor, for holding the over-shoes. In the boys' room, boot-jacks are provided to facilitate the exchange of boots for slippers when they enter the building—an important article, and of which no one in this department of the school is destitute. A thin plank, moderately inclined by hollowing the upper side, is placed upon the floor, and extends around the walls of the room, to receive the boots and convey the melted ice and snow from them, by a pipe, beneath the floor. A large umbrella stand is furnished in each of the two entrance rooms, also with pipes for conveying away the water. Stools are secured to the floors for convenience in exchanging boots, shoes, &c. Directly under the stairs is an OMNIBUS GATHERUM—an appropriate vessel, in which are carefully deposited shreds of paper, and whatever comes under the denomination of *litter*, subject, of course, to frequent removal. These rooms, in common with the others, are carefully warmed. The wainscoting of the entrance rooms, and the stair case, is formed of narrow boards, grooved and tongued, placed perpendicularly, and crowned with a simple moulding. The railing of the stair case is of black walnut. A paneled wainscoting reaching from the floor to the base of the windows, extends around the walls of the remaining rooms. All the wood work, including the library and apparatus cases, is neatly painted, oak-grained, and varnished. The teachers' tables are made of cherry, eight feet in length, and two feet four inches in breadth, with three drawers in each, and are supported on eight legs. A movable writing desk of the same material is placed on each. Immediately in front of the teachers' desk in the upper room, a piano is to be placed, for use during the opening and closing exercises of the school, and for the use of the young ladies during the recesses. Venetian window blinds with rolling slats, are placed inside the windows, and being of a slight buff color, they modify the light without imparting a sombre hue to the room.

The ventilation of the school-rooms, or the rapid discharge of the air which has become impure by respiration, is most thoroughly secured in connection with a constant influx of pure warm air from the furnaces, by discharging ventiducts or flues, situated on each side of the building at the part of the rooms most distant from the registers of the furnaces. The ventiducts of each room are eighteen inches in diameter, and are carried from the floor entirely separate to the Stationary Top, or Ejector above the roof. The openings into the ventiducts, both at the top and bottom of the room, are two feet square, and are governed by a sliding door or blind.

Fig. 2—GROUND PLAN, YARD, BASEMENT, &c.



- | | |
|------------------------------------|---|
| A—Front yard. | a—Cold air ducts. |
| B—Girls' yard. | b—Warm air ducts. |
| C—Boys' yard. | c—Foul air ducts or ventilating flues. |
| D—Door. | d—Smoke pipe. |
| E—Boys' entrance rooms. | e—Pump, sink. |
| G—Girls' entrance rooms. | f—Umbrella stand. |
| F—Furnace. | g—Hollowed plank to receive wet boots, overshoes, &c. |
| S—Stairs. | o—Bins for hard coal, charcoal, &c. |
| W—Windows. | j—Close board fence. |
| P—Privies, with screen, doors, &c. | |
| X—Gates. | |

Figs. 5 and 6. PLANS EXHIBITING MODE OF VENTILATION.

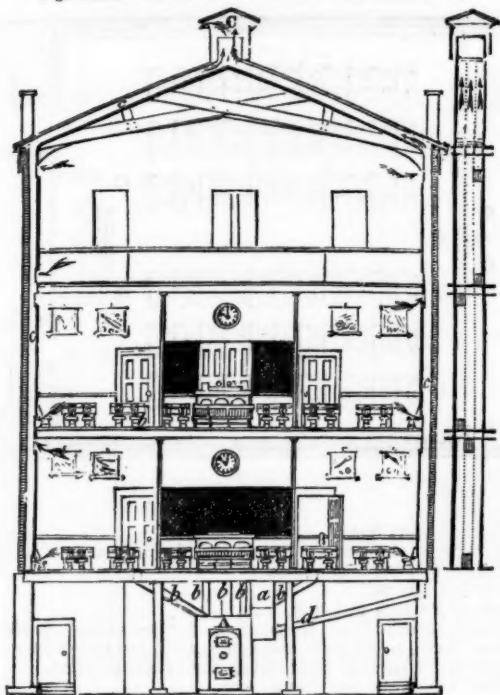
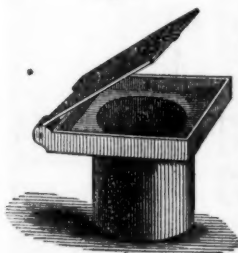


Fig. 5. Transverse section exhibiting the manner in which the ventiducts or hot air flues are carried up on the inside of the walls, under the roof, till they discharge into the Stationary Top or Ejector.

Fig. 6. Lateral section of the ventiducts or foul air flues, showing the manner in which the flues are packed together and carried up separately from the floor of each room until they discharge into the common Ejector. The cut does not represent properly the manner in which the flues are carried under and out of the roof.

Fig. 3.



Each desk is fitted up with a glass ink-well (Fig. 2.) set firmly into the desk, and covered with a lid. The ink-well may be set into a cast iron box (Fig. 3.) having a cover; the box being let in and screwed to the desk, and the ink-well being removable for convenience in filling, cleaning, and emptying in cold weather.

Fig. 2.

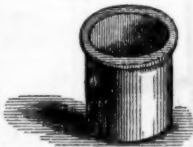
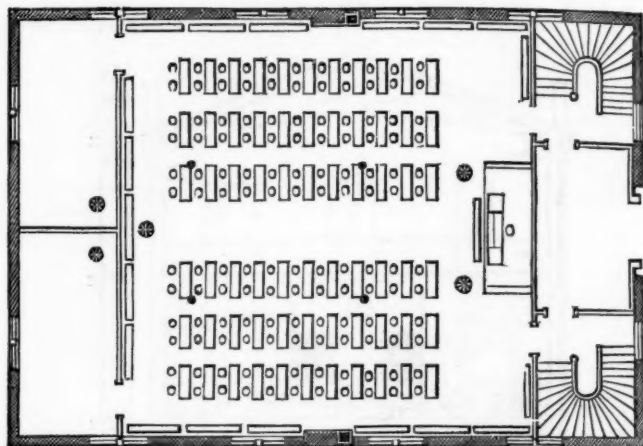


Fig. 3—PLAN OF FIRST FLOOR.



- A—Front entrance.
 B—Girls' entrance.
 C—Boys' entrance.
 I—Centre aisle, eight feet.
 L—Aisle between each range of seats and desks, two feet four inches.
 K—Side aisle, four feet four inches.
 M—Space five feet wide.
 T—Teachers' platform and desk.
 R—Recitation rooms, each twenty-three feet by twelve, furnished with twenty chairs, seven inches from the wall and thirteen inches apart.
 S—Library and apparatus, from eleven feet by fourteen feet.
 N—Kimball's desk and two chairs.
 O—Piano.
 r—Hot air registers.
 c—Ventilating flue or foul air duct.

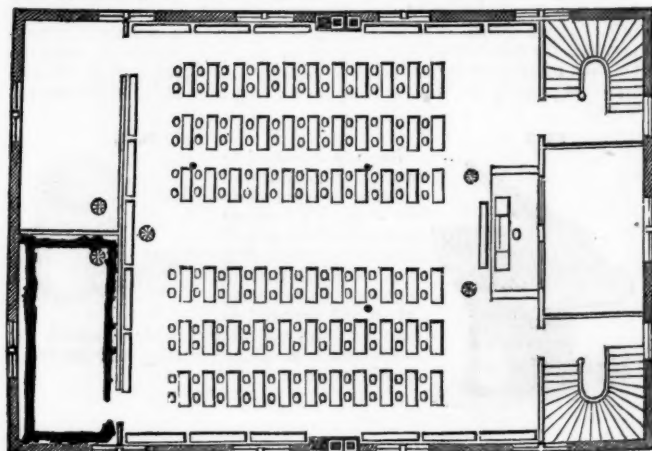


Fig. 4—PLAN OF SECOND FLOOR.

PLANS AND DESCRIPTION OF THE PUTNAM FREE SCHOOL-HOUSE,
NEWBURYPORT, MASS.

We are indebted to W. H. Wells, Esq., the gentleman who has been selected as Principal of the Putnam Free School, and to whom the work of organizing this important institution has been committed, for the following plans and description.

The Putnam Free School was founded by Mr. Oliver Putnam, a native of Newbury. It has a permanent fund of fifty thousand dollars, besides the amount invested in the school-house and its appurtenances.

The number of pupils to be admitted at the opening of the school (April, 1848,) is limited by the Trustees to 80. No pupil can be received under twelve years of age, nor for less time than one year.

The object of the Institution is to lead pupils through an extended course of English study. It is open to students from any portion of the country, who are prepared to meet the requirements for admission. No charge is made for tuition.

This building is situated on High street, directly opposite the Common or Mall. It is constructed of brick, with corners, door-sills, underpinning, steps, etc., of freestone. It is two stories in height, exclusive of a basement story, 85½ feet in length, and 52½ in breadth.

The upper story is divided into two principal school-rooms, each 49½ feet by 40½. There is also a small room in this story for the use of the Principal. The lower story contains a hall for lectures and other general exercises, and four recitation rooms. The hall is 44 feet by 48½. Two of the recitation rooms are 14 feet by 17, and two are 11 by 20.

Each of the principal school-rooms is furnished with 64 single seats and desks, besides recitation chairs, settees, etc. The desks are made of cherry; and both the desks and the chairs are supported by iron castings, screwed firmly to the floor. In form and construction, they are similar to Kimball's "Improved School Chairs and Desks."

The central aisles are two feet and eight inches in width; the side aisles, four feet and four inches; and the remaining aisles, two feet.

The building is warmed by two furnaces. It is ventilated by six flues from the hall on the lower floor, six from each of the school-rooms on the second floor, and one from each of the recitation rooms. Each of these flues has two registers; one near the floor, and the other near the ceiling. The two principal school-rooms are furnished with double windows.

The institution is provided with ample play-grounds and garden plots, back of the building and at the ends. It has also a bell weighing 340 lbs.

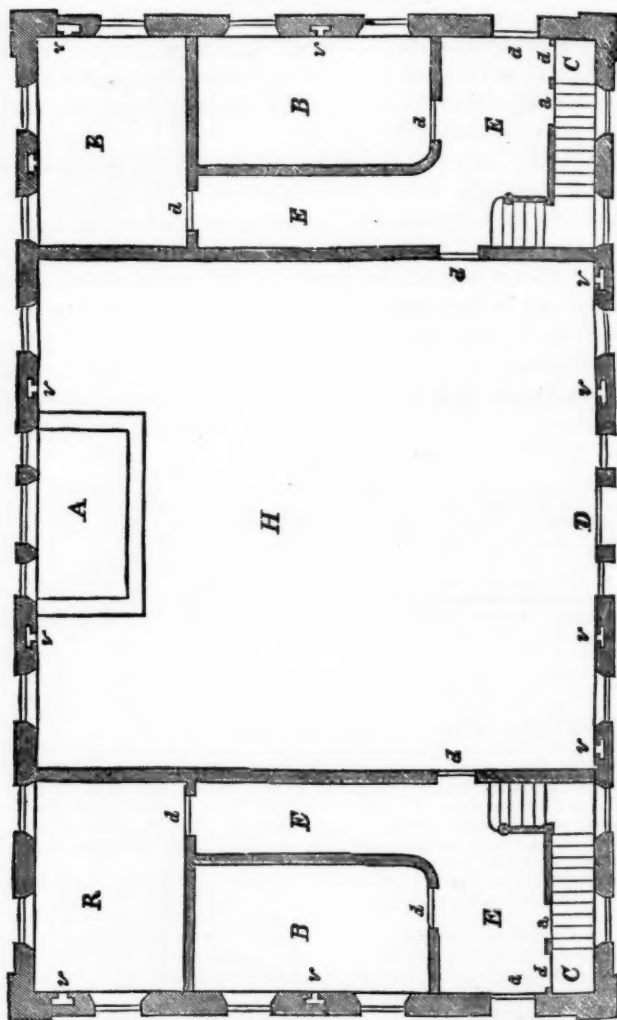
The first appropriation of the Trustees for the purchase of apparatus, is one thousand dollars. Other appropriations will probably be made, as the wants of the school may require. In addition to the apparatus procured by the Trustees, the institution is to have the use of an achromatic telescope, which will cost between three and four hundred dollars.

The cost of the building and ground, with the various appurtenances, exclusive of apparatus, has amounted to twenty-six thousand dollars.

The accompanying plans give a correct representation of the arrangements on the two principal floors.

The building was erected after designs and specifications by Mr. Bryant, Architect, Boston.

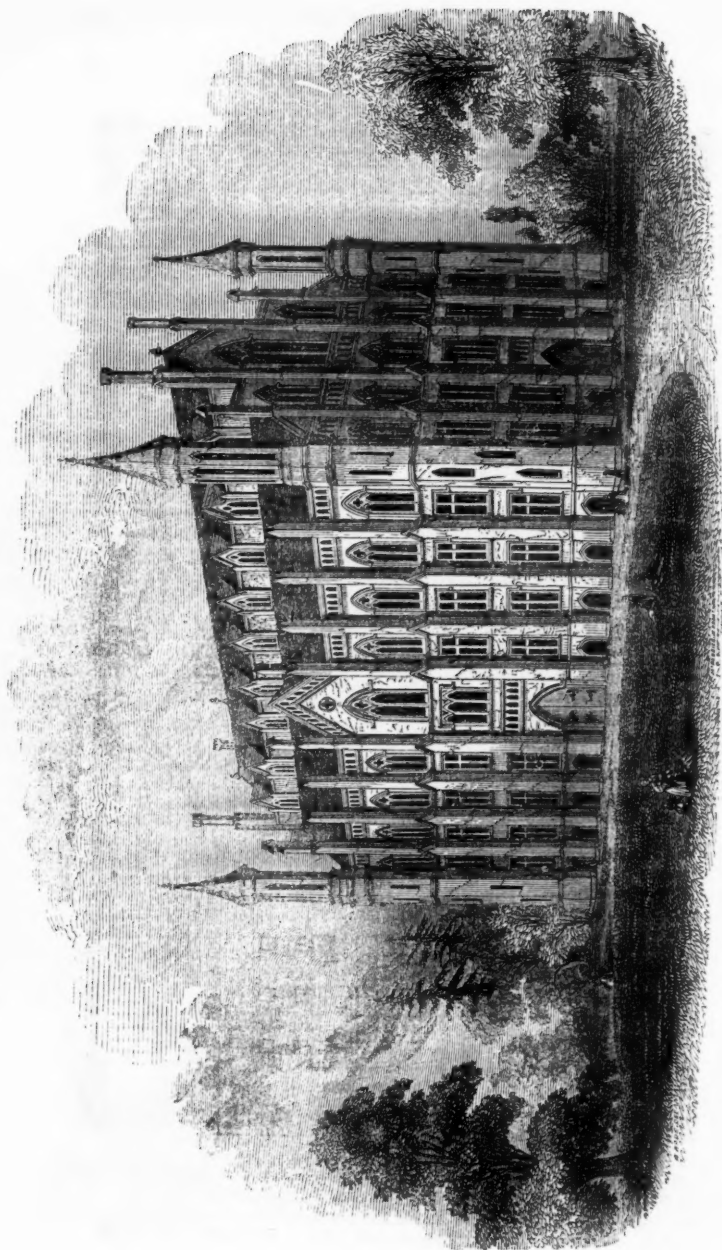
PUTNAM FREE SCHOOL-HOUSE.—LOWER STORY.



H—Hall for lectures and other general exercises, 44 feet by 48½. **A**—Raised platform for desk. **D**—Front door. (The portico in front does not appear in the plate.) **B**, **B**—Recitation rooms, 11 feet by 20. **R**, **R**—Recitation rooms, 14 feet by 17. **E**, **E**, **E**, **E**—Entries. **C**, **C**—Wash closets, under the stairs. **a**, **a**—Doors leading to the basement story. **d**, **d**, **d**, **d**, **d**, **d**, **d**, **d**, **d**—Doors. **v**, **v**, **v**, **v**, **v**, **v**, **v**, **v**.—Ventilating flues.

This architectural floor plan depicts the interior of the Church of St. John the Baptist in Paris. The layout is symmetrical, centered around a main aisle labeled 'P' (Passeway). On either side of this central aisle are rows of pews, with the outermost rows labeled 'D' (Dioecesis). The front of the church (top of the plan) features a large semi-circular apse labeled 'A' (Apsis) and a large organ area labeled 'M' (Morgue). The plan is detailed with architectural elements such as columns, arches, and stairs, and includes various labels like 'v' (Vestibule) and 'c' (Chapel) indicating specific functional areas.

M. D—Room for Male Department. F. D—Room for Female Department.
A, A—Raised platforms for teachers' desks. L—Principal's room. C, C—
Closets. p, p—Raised platforms under the black-boards. s, s, s, s, s, s—Settees.
d, d, d, d, d—Doors. v, v, v, v, v, v, v, v, v, v, v—Ventilating flues.



PLANS AND DESCRIPTION OF THE ACADEMY BUILDING, ROME, N. Y.

We are indebted to Edward Huntington, Esq., for the following plans and description of the new Academy building recently erected in Rome, N. Y., under his supervision. The building is 70 feet by 44 feet on the ground.

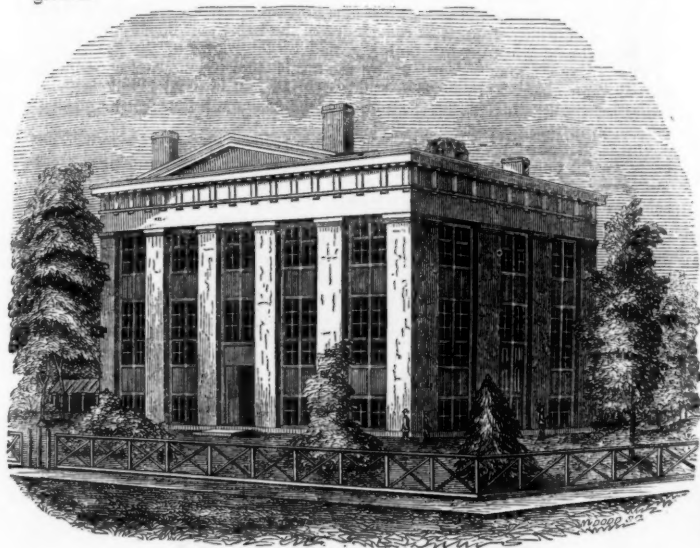
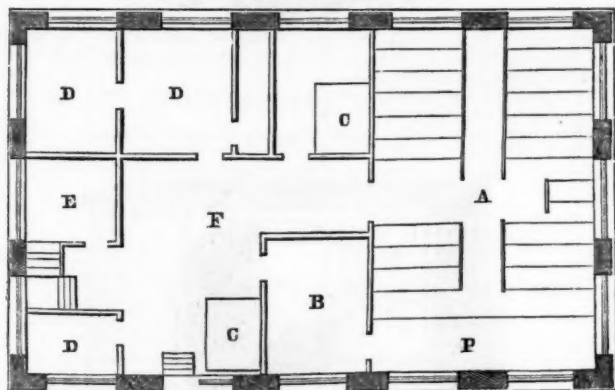


FIG. 2. BASEMENT.



A—Lecture-room and Chapel. B—Laboratory. C, C—Furnaces.
D, D, D—Janitor's rooms. E—Entry. F—Hall.

The building was erected in 1848, on a lot 198 by 170 feet, on the corner of Court and James streets, fronting the public square, and is of brick, 70 by 44 feet on the ground. The basement wall, up to the water table, is of stone, laid in hydraulic cement. The roof is covered with tin, laid in white lead.

The basement, 10 feet high in the clear, contains a lecture-room (which serves also as a chapel,) 26½ by 40 feet, with comfortable seats to accommodate conveniently 200 pupils. The floor descends 2 feet from the rear of the room to the platform, giving 12 feet height immediately in front of it. A laboratory, 12 by 15½ feet, adjoins the lecture-room, with which it communicates by a door at the end of a platform. The remainder of the basement floor is occupied by the furnaces for warming the building, and by the rooms of the Janitor.

The First Floor is occupied by the male department, and consists of a school-room about 30 by 54 feet, and nearly 15 feet in clear height, with two recitation-rooms, entries, &c. There are 62 desks, each four feet long and accommodating two pupils.

On the Second Floor are the girls' school-room, about 28 by 40 feet, with seats for 76 pupils, 2 recitation-rooms, library, hall, and room occupied by Primary department. There is a large skylight in the centre of the girls' school-room, and another in the library. The rooms are 15 feet in height.

The building is thoroughly and uniformly warmed by two furnaces in the basement, and a change of air is secured by ventilators at the top of the rooms, and also near the floor, opening into flues which are carried up in the chimneys. The warmth imparted by the smoke which passes up in the adjoining flues secures a good draft. In the upper story additional means of ventilation are furnished by the skylights, which can be partially opened.

The desks are of varnished cherry, similar in form to Ross's school desk.

FIG. 5.

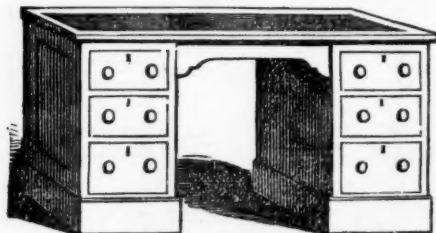


The supports are of wood, however, instead of cast-iron, and the seats are easy Windsor chairs. Both seats and desks are firmly secured to the floor by small iron knees and screws.

The school and recitation rooms are all furnished with large slates set in the wall, in the room of blackboards.

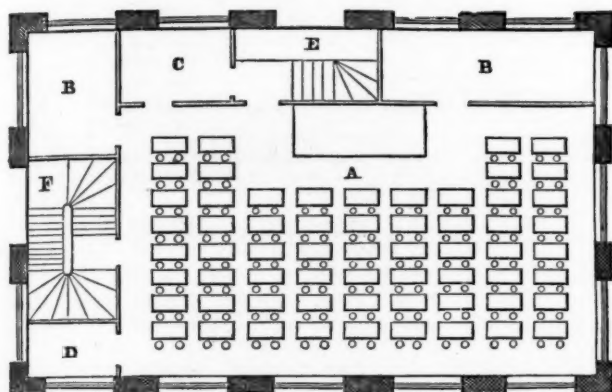
The teachers' desks in the school-rooms are similar to Fig. 6.

FIG. 6.



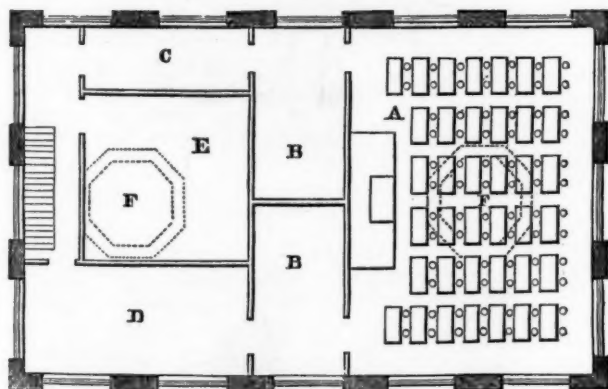
The whole cost of the building, including furnaces, scholars' desks and chairs, slates and inkstands, was about 6,000 dollars.

FIG. 3. PLAN OF FIRST FLOOR.

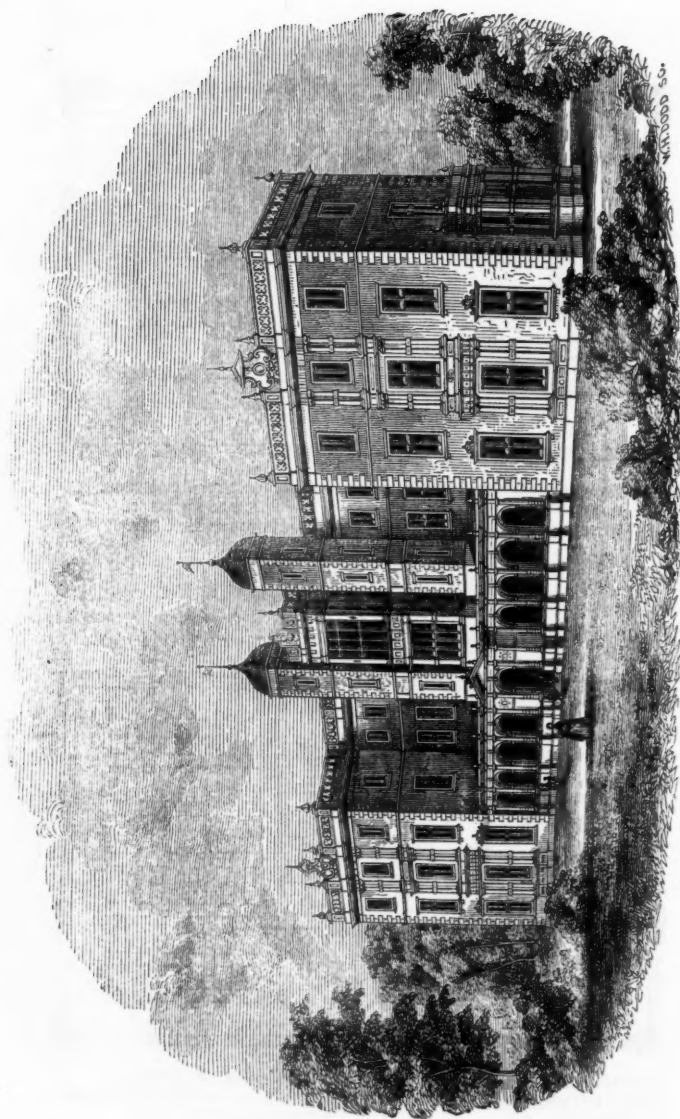


- | | |
|--------------------------------------|-------------------------|
| A—Boys' School-room, with 124 seats. | D—Closet for Apparatus. |
| B, B—Recitation-rooms. | E—Entrance for Boys. |
| C—Dressing-room. | F—Entrance for Girls. |

FIG. 4. PLAN OF SECOND FLOOR.



- | | |
|--------------------------------------|---------------------------------|
| A—Girls' School-room, with 76 seats. | D—Primary Department. |
| B, B—Recitation-rooms. | E—Library, lighted by skylight. |
| C—Dressing-room. | F—Skylight in ceiling. |



KNEPPER HALL TRAINING SCHOOL, ENGLAND.

MANWOOD 50

PUBLIC HIGH SCHOOL.

In the preceding pages we have presented a variety of plans for the construction and internal arrangements of buildings designed and erected for Public High Schools. Whenever and wherever the interest of the community can be sufficiently awakened to call for a public school of the grade generally understood by the term High School, there will be no difficulty in raising the funds necessary to erect and furnish a suitable edifice for the accommodation of the school. It may not, then, be amiss in this place to present a few considerations and facts bearing upon the establishment of a school of this grade in every large village and city in our country.

By a Public or Common High School, is intended a public or common school for the older and more advanced scholars of the community in which the same is located, in a course of instruction adapted to their age, and intellectual and moral wants, and, to some extent, to their future pursuits in life. It is common or public in the same sense in which the district school, or any lower grade of school established and supported under a general law and for the public benefit, is common or public. It is open to all the children of the community to which the school belongs, under such regulations as to age, attainments, &c., as the good of the institution may require, or the community may adopt. A Public High School is not necessarily a free school. It may be supported by a fund, a public tax, or an assessment or rate of tuition per scholar, or by a combination of all, or any two of these modes. Much less is it a public or common school in the sense of being cheap, inferior, ordinary. To be truly a public school, a High School must embrace in its course of instruction studies which can be more profitably pursued there than in public schools of a lower grade, or which gather their pupils from a more circumscribed territory, and as profitably as in any private school of the same pretensions. It must make a good education common in the highest and best sense of the word common—common because it is good enough for the best, and cheap enough for the poorest family in the community. It would be a mockery of the idea of such a school, to call it a Public High School, if the course of instruction pursued in it is not higher and better than can be got in public schools of a lower grade, or if it does not meet the wants of the wealthiest and best educated families, or, if the course of instruction is liberal and thorough, and at the same time the worthy and talented child of a poor family is shut out from its privileges by a high rate of tuition. The school, to be common practically, must be both cheap and good. To be cheap, its support must be provided for wholly or mainly out of a fund, or by public tax. And to justify the imposition of a public tax, the advantages of such a school must accrue to the whole community. It must be shown to be a common benefit, a common interest, which cannot be secured so well, or at

all, except through the medium of taxation. What, then, are the advantages which may reasonably be anticipated from the establishment of a Public High School, properly organized, instructed, and supervised?

First. Every thing which is now done in the several district schools, and schools of lower grade, can be better done, and in a shorter time, because the teachers will be relieved from the necessity of devoting the time and attention now required by few of the older and more advanced pupils, and can bestow all their time and attention upon the preparatory studies and younger children. These studies will be taught in methods suited to the age and attainments of the pupils. A right beginning can thus be made in the lower schools, in giving a thorough practical knowledge of elementary principles, and in the formation of correct mental and moral habits, which are indispensable to all sound education. All this will be done under the additional stimulus of being early and thoroughly fitted for the High School.

Second. A High School will give completeness to the system of public instruction which may be in operation. It will make suitable provision for the older and more advanced pupils of both sexes, and will admit of the methods of instruction and discipline which cannot be profitably introduced into the schools below. The lower grade of schools—those which are established for young children,—require a large use of oral and simultaneous methods, and a frequent change of place and position on the part of the pupils. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils amid a multiplicity of distracting exercises, movements, and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion, and explanation, and the undivided attention both of pupils and teacher. The course of instruction provided in the High School will be equal in extent and value to that which may be given in any private school, academy, or female seminary in the place, and which is now virtually denied to the great mass of the children by the burdensome charge of tuition.

As has been already implied, the advantages of a High School should not be confined to the male sex. The great influence of the female sex, as daughters, sisters, wives, mothers, companions, and teachers, in determining the manners, morals, and intelligence of the whole community, leaves no room to question the necessity of providing for the girls the best means of intellectual and moral culture. The course of instruction should embrace the first principles of natural and mechanical philosophy, by which inventive genius and practical skill in the useful arts can be fostered; such studies as navigation, book-keeping, surveying, botany, chemistry, and kindred studies, which are directly connected with success in the varied departments of domestic and inland trade, with foreign commerce, with gardening, agriculture, the manufacturing and domestic arts;

such studies as astronomy, physiology, the history of our own state and nation, the principles of our state and national constitutions, political economy, and moral science; in fine, such a course of study as is now given in more than fifty towns and cities in New England, and which shall prepare every young man, whose parents may desire it, for business, or for college, and give to every young woman a well disciplined mind, high moral aims, refined tastes, gentle and graceful manners, practical views of her own duties, and those resources of health, thought, conversation, and occupation, which bless alike the highest and lowest station in life. When such a course is provided and carried out, the true idea of the High School will be realized.

Third. It will equalize the opportunities of a good education, and exert a happy, social influence throughout the whole community from which it gathers its scholars. From the want of a public school of this character, the children of such families as rely exclusively on the district school are isolated, and are condemned to an inferior education, both in quality and quantity; they are cut off from the stimulus and sympathy which the mingling of children of the same age from different parts of the same community would impart. The benefits, direct and indirect, which will result to the country districts, or poor families who live in the outskirts of the city, from the establishment of a school of this class, cannot easily be overestimated. The number of young men and young women who will receive a thorough education, qualifying them for business, and to be teachers, will increase from year to year; and the number who will press up to the front ranks of scholarship in the school, bearing away the palm of excellence by the vigor of sound minds in sound bodies, of minds and bodies made vigorous by long walks and muscular labor in the open air, will be greater in proportion to their number than from the city districts. It will do both classes good, the children of the city, and the children of the country districts, to measure themselves intellectually in the same fields of study, and to subject the peculiarities of their respective manners, the roughness and awkwardness sometimes characteristic of the one, and the artificiality and flippancy of the other, to the harmonizing influence of reciprocal action and reaction. The isolation and estrangement which now divide and subdivide the community into country and city clans, which, if not hostile, are strangers to each other, will give place to the frequent intercourse and esteem of individual and family friendship, commenced in the school-room, and on the play-ground of the school. The school will thus become a bond of union, a channel of sympathy, a spring-head of healthy influence, and stimulus to the whole community.

Fourth. The privileges of a good school will be brought within the reach of all classes of the community, and will actually be enjoyed by children of the same age from families of the most diverse circumstances as to wealth, education, and occupation. Side by side in the same recitations, heart and hand in the same sports, pressing up together to the same high attainments in knowledge and character, will be found the children of the rich and poor, the more and the

less favored in outward circumstances, without knowing or caring to know how far their families are separated by the arbitrary distinctions which divide and distract society. With nearly equal opportunities of education in childhood and youth, the prizes of life, its best fields of usefulness, and sources of happiness will be open to all, whatever may have been their accidents of birth and fortune. From many obscure and humble homes in the city and in the country, will be called forth and trained inventive talent, productive skill, intellectual taste, and God-like benevolence, which will add to the general wealth, multiply workshops, increase the value of farms, and carry forward every moral and religious enterprise which aims to bless, purify, and elevate society.

Fifth. The influence of the annual or semi-annual examination of candidates for admission into the High School, will operate as a powerful and abiding stimulus to exertion throughout all the lower schools. The privileges of the High School will be held forth as the reward of exertion in the lower grade of schools; and promotion to it, based on the result of an impartial examination, will form an unobjectional standard by which the relative standing of the different schools can be ascertained, and will also indicate the studies and departments of education to which the teachers in particular schools should devote special attention. This influence upon the lower schools, upon scholars and teachers, upon those who reach, and those who do not reach the High School, will be worth more than all it costs, independent of the advantages received by its pupils.

Sixth. While the expenses of public or common schools will necessarily be increased by the establishment of a school of this class, in addition to those already supported, the aggregate expenditures for education, including public and private schools, will be diminished. Private schools of the same relative standing will be discontinued for want of patronage, while those of a higher grade, if really called for by the educational wants of the community, will be improved. A healthy competition will necessarily exist between the public and private schools of the highest grade, and the school or schools which do not come up to the highest mark, must go down in public estimation. Other things being equal, viz., school-houses, teachers, classification, and the means and appliances of instruction, the public school is always better than the private. From the uniform experience of those places where a High School has been established, it may be safely stated, that there will be an annual saving in the expenses of education to any community, equal to one half the amount paid for tuition in private schools, and, with this saving of expense, there will be a better state of education.

Seventh. The successful establishment of a High School, by improving the whole system of common schools, and interesting a larger number of families in the prosperity of the schools, will create a better public sentiment on the subject than has heretofore existed, and the schools will be regarded as the common property, the common glory, the common security of the whole community. The wealthy will feel that the small additional tax required to establish

and sustain this school, if not saved to them in the diminished tuition for the education of their own children in private schools, at home and abroad, is returned to them a hundred fold in the enterprise which it will quicken, in the increased value given to property, and in the number of families which will resort to the place where it is located, as a desirable residence, because of the facilities enjoyed for a good education. The poor will feel that, whatever may betide them, their children are born to an inheritance more valuable than lands or shops, in the free access to institutions where as good an education can be had as money can buy at home or abroad. The stranger will be invited to visit not only the institutions which public or individual benevolence has provided for the poor, the orphan, the deaf mute, and the criminal, but schools where the children and youth of the community are trained to inventive and creative habits of mind, to a practical knowledge of the fundamental principles of business, to sound moral habits, refined tastes, and respectful manners. And in what balance, it has well been asked in reference to the cost of good public schools, as compared with these advantages, shall we weigh the value of cultivated, intelligent, energetic, polished, and virtuous citizens? How much would a community be justified in paying for a physician who should discover or practice some mode of treatment through which many lives should be preserved? How much for a judge, who, in the able administration of the laws, should secure many fortunes, or rights more precious than fortunes, that might else be lost? How much for a minister of religion who should be the instrument of saving hundreds from vice and crime, and persuading them to the exertion of their best powers for the common good? How much for the ingenious inventor, who, proceeding from the first principles of science onward, should produce some improvement that should enlarge all the comforts of society, not to say a steam-engine or a magnetic telegraph? How much for the patriotic statesman, who, in difficult times, becomes the savior of his country? How much for the well-instructed and enterprising merchant who should suggest and commence the branches of business that should bring in a vast accession of wealth and strength? One such person as any of these might repay what a High School would cost for centuries. Whether, in the course of centuries, every High School would produce one such person, it would be useless to prophesy. But it is certain that it would produce many intelligent citizens, intelligent men of business, intelligent servants of the state, intelligent teachers, intelligent wives and daughters, who, in their several spheres, would repay to any community much more than they and all their associates had received. The very taxes of a town, in twenty years, will be lessened by the existence of a school which will continually have sent forth those who were so educated as to become not burdens but benefactors.

These results have been realized wherever a Public High School has been opened under circumstances favorable to the success of a private school of the same grade,—wherever a good school-house, good regulations, (for admission, attendance, studies, and books,) good teachers, and good supervision have been provided.

The Principal of the Latin High School of Boston, in a letter written 1846, says,—

"There is no institution so truly republican as such a school as this. While we, the present teachers, were undergraduates of the school, the rich sent their sons to the school because it was the best that could be found. They ascertained that it was not a source of contamination, but that their boys learned here to compare themselves with others, and to feel the necessity of something more than mere *wealth* to gain consideration. At that time, poor men sent their sons hither because they knew that they here would get that education which they could afford to give them in no other way. They gained too by intercourse with their wealthier mates a polish of exterior manners, and an intellectual turn of mind which their friends could appreciate and perceive, although they could not tell what it was that had been acquired. Oftentimes also the poor boy would take the lead of his more pampered classmate, and take the honors of the school.

In a class lately belonging to the school were two boys, one the son of a man of extreme wealth, whose property cannot be less than \$500,000; and the other the son of an Irish laborer employed by the city at a dollar a day to sweep the streets. The latter boy was the better scholar."

The Principal of the English High School in a letter writes,—

"The school under my charge is principally composed of what are called the middling classes of our city. At present, about one third of my pupils are sons of merchants; the remaining two thirds are sons of professional men, mechanics and others. Some of our best scholars are sons of coopers, lamplighters, and day laborers. A few years ago, he who ranked, the last year of his course, as our third scholar, was the son of a lamplighter, and worked three nights per week, during his whole course, to save his father the expense of books, &c., while at school. This year my second (if not the first,) scholar, is a cooper's son. We have several sons of clergymen of distinction and lawyers of eminence. Indeed, the school is a perfect example of the poor and the rich, meeting on common ground and on terms quite democratic.

The Principal of the High School for girls in Newburyport, writes,

"The Female High School was established by the town of Newburyport nearly three years since, under great opposition. It was the desire of its principal advocates to make it such a school, in respect to the course of instruction, and facilities for acquiring knowledge, and laying the foundation for usefulness, as should so successfully compete with our best private schools, as to supersede their necessity."

"A few days after we were organized, a gentleman came into the school-room to make some inquiries respecting the classes of society most fully represented amongst us. I was totally unable to give him the desired information, and judging from the appearance of the individuals of my charge, I could form no idea as to who were the children of poor parents, or of those in better circumstances. I mentioned the names of the parents of several, which I had just taken, and, amongst others, of two young ladies of seventeen or eighteen years of age, who, at that moment, it being recess, were walking down the room, with their arms closely entwined about each other's necks. 'The first of the two,' said the gentleman, 'is a daughter of one of our first merchants, the other has a father worse than none, who obtains a livelihood from one of the lowest and most questionable occupations, and is himself most degraded.' These two young ladies were classmates for more than two years, and very nearly equal in scholarship. The friendship they have formed, I am confident no circumstances of station in life can ever impair.

"We have had in our number many from the best families, in all respects, in the place. They sit side by side, they recite, and they associate most freely with those of the humblest parentage, whose widowed mothers, perhaps, toil day after day, at a wash-tub, without fear of contamination, or, as I honestly believe, a thought of the differences which exist. I have, at present, both extremes under my charge—the child of affluence and the child of low parentage and deep poverty. As my arrangements of pupils in divisions, &c. are, most of them, alphabetical, it often happens that the two extremes are brought together. This never causes a murmur, or look of dislike.

A member of the School Committee of Worcester, Mass., writes:

"Our High School is exceedingly popular with all classes, and in the school-rooms and on the play-grounds, the children of the richest and poorest mingle with perfect equality. No assumption,—no jealousy are seen among them. I have been charmed with this republican and Christian character of the school. I have seen the children of parents whose wealth was estimated by hundreds of thousands, in the same school-room with children (and those last among the best scholars of their class) whose parents have been assisted year after year by individual charity. The manners, habits, and moral sentiments of this school are as pure and high as in any academy, or female seminary of the same grade in the commonwealth.

"To the improvements of our public schools, which has been going steadily forward since 1825, does this town owe more of its prosperity, its large accession of families from abroad, especially of industrious and skillful mechanics, than to all other causes combined. As a mere investment of capital, men of wealth everywhere cannot do better with a portion of their property than to build elegant and attractive school-houses, and open in them free schools of the highest order of instruction. They will then see gathering around them men, it may be, of small means, but of practical skill, and moral and industrious habits; that class of families who feel that one of the great ends of life is to educate their children well."

A correspondent from Brattleboro', Vt., writes:

"In the same school-room, seated side by side, according to age and attainments, are eighty children, representing all classes and conditions in society. The lad or miss, whose father pays a school tax of thirty-five dollars, by the side of another whose expense of instruction is five cents *per annum*. They play cordially and happily on the same grounds, and pursue the same studies—the former frequently incited by the native superiority and practical good sense of the latter. While the contact corrects the factitious gentility and false ideas of superiority in the one, it encourages cleanliness and good breeding in the other."

The history of the High School in Providence is the history of almost every similar institution.

"The High School was the only feature of our system which encountered much opposition. When first proposed, its bearings on the schools below, and in various ways on the cause of education in the city, was not clearly seen. It was opposed because it was "aristocratic," "because it was unconstitutional to tax property for a city college," "because it would educate children above working for their support," "because a poor boy or girl would never be seen in it"—and for all such contradictory reasons. Before it became a part of the system, the question of its adoption, or rejection, was submitted directly to the people, who passed in its favor by a vote of two thirds of all the legal voters of the city. Even after this expression of popular vote in its favor, and after the building for its accommodation was erected, there was a considerable minority who circulated a petition to the City Council against its going into operation. But the school was opened, and now it would be as easy to strike out the whole or any other feature of the system as this. Its influence in giving stimulus and steadiness to the workings of the lower grade of schools,—in giving thoroughness and expansion to the whole course of instruction,—in assisting to train teachers for our city and country schools,—and in bringing together the older and more advanced pupils, of either sex, from families of every profession, occupation and location in the city, many of whom, but for the opportunities of this school, would enter on the business and duties of life with an imperfect education—has demonstrated its own usefulness as a part of the system, and has converted its opponents into friends."

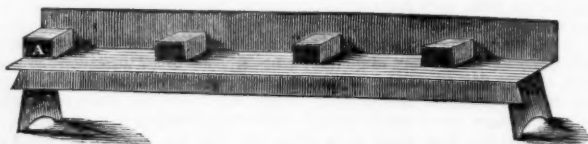
Testimony of the same character might be adduced from Philadelphia, Lowell, New Orleans, and every place where a school of this grade has been established.

SCHOOL FURNITURE.

Much attention has been devoted recently to the improvement of school furniture of every kind, with a view of securing convenience, comfort, durability and economy. In addition to the varieties already described and illustrated, we present the following to aid committees and builders in this important department of school architecture.

PRIMARY SCHOOL BENCH.

A movable bench for more than two pupils is an objectionable article of school furniture; but if introduced at all,



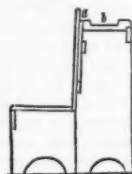
the above cut represents a style of this article which combines economy and convenience. The back is inclined slightly from a perpendicular, and the seat is hollowed. The scholars are separated by a compartment, or box, A, which serves as a rest for the arm, and a place of deposit for books.

GALLERY AND SAND DESK FOR PRIMARY AND INFANT SCHOOLS.

For very small children a *Gallery* consisting of a succession of seats rising above each other, varying in height from seven to nine inches, and provided with a support for the back. This arrangement, in large schools, affords great facility for instruction in music and all simultaneous exercises.



The *Sand Desk* having a trench (b) painted black, to contain a thin layer of sand, in which to trace letters and rude attempts at imitating forms, was originally much resorted to with the young classes, in schools educated on the Lancasterian or Mutual system. This style of desk is still used in the primary schools of the New York Public School Society, but very much improved by Mott's *Cast Iron Scroll Stanchions* and *Revolving Pivot Chair*. Every scholar is furnished with a slate, which is deposited in the opening (a) in the top of the desk.



THE BOSTON PRIMARY SCHOOL CHAIR.

These chairs were got up by the late Joseph W. Ingraham, for many years chairman, and one of the most indefatigable members, of the Primary School Committee of Boston, and are now in very general use in the Primary Schools of Boston, and of that vicinity.



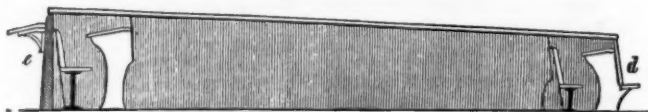
The first pattern is a Chair with a *Shelf* (*s*) under the seat, for the purpose of holding the Books, Slates, &c., of the scholars.

The second pattern differs from the first, in having, instead of the *Shelf*, a *Rack* (*A*) on the back of the chair, for the same use as the shelf in the preceding pattern. The third pattern is similar to the second, except that the *Rack* (*A*) is placed at the *side* instead of the *back*, of the chair. The latter pattern (with the *Rack* on the side) is that now adopted in the Boston Schools.

Other specimens of Chairs for Primary Schools will be found on pages 134, 135, and 139.

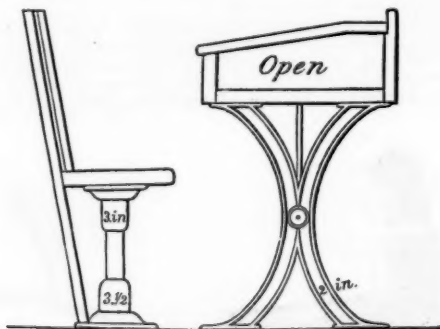
RANGE OF DESKS AND SEATS.

The following cut represents a range of new desks and seats, like that represented in school-room on page 53. The lowest seat (*d*) is nine inches



high, and the chair to the leaf-desk, (*e*), is $17\frac{1}{4}$ inches from the floor. The front edge of the lowest desk, is $19\frac{1}{4}$ inches, and that of the highest desk, is $28\frac{1}{4}$ inches from the floor. Each range of desk is divided by a partition of matched boards extending from the floor to three or four inches above the surface of the desk. This partition, to which the desks and seats, (if chairs are not used,) are attached, gives great firmness to each desk and seat, and at the same time effectually separates each scholar, as much as a single seat and desk, with greater economy of room. The desks in other respects are like those described on page 47.

BOSTON LATIN HIGH SCHOOL DESK.



The above cut represents an end view of a new style of desk used in the Latin High School, in Bedford street, Boston, with a section of Wales' Patent School Chair. The standards of the desks are made of cast iron, and are braced in such a manner, that when properly secured to the floor, there is not the least motion. The curves in the standard facilitate the use of the broom in sweeping.

MOTT'S SCHOOL CHAIR AND DESK.

The following minute description of Mott's Patent Revolving Pivot Chair, and cast iron Scroll Stanchions for School Desks, is gathered from a circular of the patentee:

The seat of the chair is of wood: all the other parts, of cast iron. The desk stanchions are adjusted to the height of the chair—in the following scale, viz:

| No. of the Chair. | Height of Chair Seat. | Height of front edge of Desk. | Width of Desk. | Length of Desk room for each scholar; (not less.) | Distance between the rows of Desks. |
|-------------------|-----------------------|-------------------------------|----------------|---|-------------------------------------|
| 1 | 10 Inches. | 17 Inches. | 13 Inches. | 17 Inches. | 30 Inches. |
| 2 | 12 " | 19 " | 13 " | 18 " | 22 " |
| 3 | 14 " | 22 " | 14 " | 20 " | 24 " |
| 4 | 16 " | 24 " | 15 " | 22 " | 25 " |

The first column denotes the number of the chair, as also the number of the desk stanchions.

Second column, the height of the seat from the floor.

Third column, the height of the front edge of the desk from the floor.

Fourth column, the width of the top of the desk. The slope of the desk should rise $1\frac{1}{4}$ inch to the foot; the larger desks having $2\frac{1}{4}$ to 3 inches level on top to accommodate inkstands.

Fifth column, the length of desk room required for each scholar. It should not be less than here given.

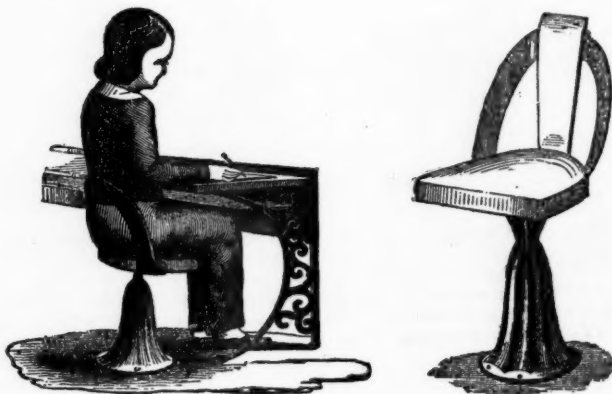
Sixth column, the distance that should be allowed between the desks, from the back of one to the front edge of the other. This space will allow a passage between the chair and the next rear desk. The number of scholars at a desk need not be limited.

The position of each chair, when screwed to the floor, should have two-thirds of the allotted desk room to the right of its centre, and be so near that the back of the chair, in its revolution, will barely clear the desk. By placing the chair as described, the body of the child is brought in close proximity to the desk, causing the back of the person to rest, at all times, and under all circumstances, against the back of the chair.

The chief peculiarity in the desk is, that in the place of straight wooden legs, there are substituted curved cast iron stanchions; the obvious advantages of which are, that they occasion no interference with the movements of the scholar seated opposite or near to them.

Two stanchions are necessary for a single desk. Two, also, will support a desk of sufficient length to accommodate three scholars; three, to accommodate six scholars; four, nine scholars; and so on for a greater number.

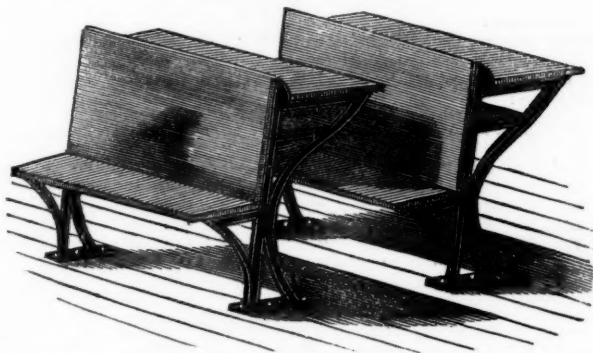
The expense of fitting up a room with this chair and desk, in the city of New York, varies from \$1 50 to \$2 00 a scholar, aside from the putting up of the desks.



HARTFORD SCHOOL DESK AND SEAT.

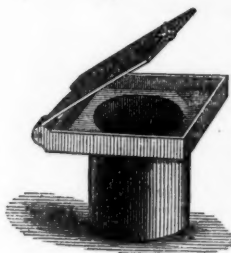
The following cut (Fig. 1.) represents a style of school desk, with a seat attached, which has been extensively introduced into village and country districts in Rhode Island, and the neighborhood of Hartford, and is recommended wherever a rigid economy must be observed.

Fig. 1.



The end piece, or supports, both of the seat and desk, are cast iron, and the wood work is attached by screws. They are made for one or two scholars, and of eight sizes, giving a seat from ten inches to seventeen, and a desk at the edge next to the scholar, from seventeen to twenty-six inches from the floor.

Fig. 3.



Each desk is fitted up with a glass ink-well (Fig. 2.) set firmly into the desk, and covered with a lid. The ink-well may be set into a cast iron box (Fig. 3.) having a cover; the box being let in and screwed to the desk, and the ink-well being removable for convenience in filling, cleaning, and emptying in cold weather.

Fig. 2.

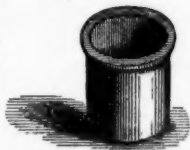


Fig. 4.



The desk can be used, by detaching the support for the seat, with a convenient school-chair, made in the style represented in cut (Fig. 4.) or in any other style.

The cost of a desk and seat for two scholars, perfectly fitted up, varies from \$1 37½ to \$1 50 per scholar.

Manufactured by Messrs. Allen & Reed, Nos. 37 and 38 Pearl street, Hartford.

WALES' IMPROVED SCHOOL FURNITURE.

The following cuts represent a large variety of improved school chairs, desks, and other furniture manufactured by Samuel Wales, Jr., at No. 14 Bromfield Street, Boston, Mass., from patterns of his own getting up, and with such facilities of experienced workmen, and ingenious machinery, as enables him to supply all orders for first-class work, with economy, precision, and promptness.

Wales' improved school chairs and desks embrace the following variety, and each variety is constructed on the following scale of height, so as to meet the varying proportions of scholars ranging from four years to twenty years of age:

| | | | | | | | | | |
|--|------|-----|-----|-----|-----|-----|-----|-------|-----|
| No. 1. Chairs, 10 inches high; Desks, side next the scholar, 20 inches high. | | | | | | | | | |
| " 2. | " 11 | " " | " " | " " | " " | " " | " " | " 21 | " " |
| " 3. | " 12 | " " | " " | " " | " " | " " | " " | " 22 | " " |
| " 4. | " 13 | " " | " " | " " | " " | " " | " " | " 23 | " " |
| " 5. | " 14 | " " | " " | " " | " " | " " | " " | " 24 | " " |
| " 6. | " 15 | " " | " " | " " | " " | " " | " " | " 25½ | " " |
| " 7. | " 16 | " " | " " | " " | " " | " " | " " | " 27 | " " |
| " 8. | " 17 | " " | " " | " " | " " | " " | " " | " 28½ | " " |

WALES' AMERICAN SCHOOL CHAIRS.

No. 1.



These chairs are plain and substantial. Each chair is based upon a single iron pedestal, which is secured to the seat of the chair at the top, and to the floor of the school-room at the foot. The center-piece of the chair-back descends directly into the foot of the iron pedestal, intersecting the back of the seat as it passes, in such a manner as to form a *back stay*, thereby producing in the chair, as a whole, the greatest possible degree of firmness and strength.

No. 2.



No. 2 represents an improved school desk for two scholars.

No. 3.



No. 3 represents an improved single desk for one scholar, on iron supports, with American school chairs to correspond. Each desk is furnished with an ink-well, and a metal cover of the best kind. The top is grooved, to accommodate pens, pencils, and other small articles, with a safe resting-place.

WALES' NEW ENGLAND SCHOOL CHAIRS.

No. 4.



Each chair is based upon a pedestal of iron, of great beauty and strength, which is firmly secured to the seat of the chair at the top, and to the floor of the school-room at the foot. An ornamental center-piece passes down into the base of the pedestal, forming the center of the chair-back and the *back stay*.

No. 5.



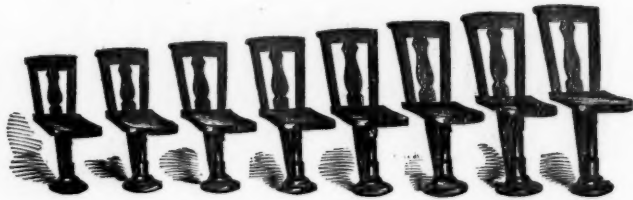
No. 6.



Cuts No. 5 and No. 6, represent an improved double school desk, the latter for one, and the former for two scholars, with the New England school chair to correspond.

WALES' BOWDOIN SCHOOL CHAIRS.

No. 7.



These chairs are constructed substantially like those already described, with a tasteful scroll top. The following diagrams, Nos. 8 and 9, represent the chair in connection with a desk, both for one and two scholars.

No. 8.



No. 9.



WALES' WASHINGTON SCHOOL CHAIRS.

No. 10.



Nos. 10, 11, and 12, represent the eight sizes of another variety of the chair, with the corresponding desk, both single and double

No. 11.

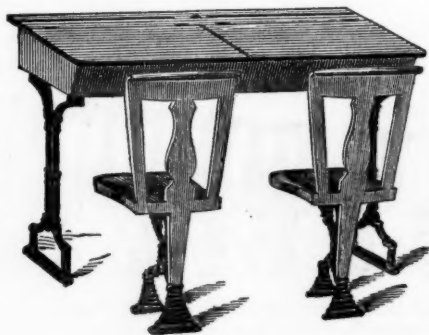


No. 12.



WALES' NORMAL SCHOOL DESKS AND CHAIRS.

No. 13.



No. 14.



The engraving represents a Normal School Double Desk, on iron supports, having two covers, with Washington School Chairs to correspond. Each cover opens a separate apartment in the desk, designed for the exclusive use of one scholar.

WALES' IMPROVED WRITING STOOLS.

No. 15.



For most educational purposes, chairs are highly preferable, and this seems to be the general opinion; but, in cases where writing is taught in a separate department, the writing-stool is preferred, as being less expensive, and occupying less room.

WALES' PRIMARY SCHOOL CHAIR.

No. 16.



The engravings No. 16 and No. 17, represent a series of *three sizes*, suitable for scholars from four years of age and upward, comprehending all the sizes needed in primary and intermediate schools, to wit:—

No. 1, . . . 10 inches high.
 “ 2, . . . 11 “ “
 “ 3, . . . 12 “ “

Each chair is based on an iron pedestal, securely fastened to the seat at the top, and to the floor of the school-room at the foot; thus becoming a permanent article of furniture, and completely avoiding the confusion, irregularity and noise, which are the unavoidable accompaniments of movable chairs in a school-room.

WALES' BASKET PRIMARY SCHOOL CHAIR.

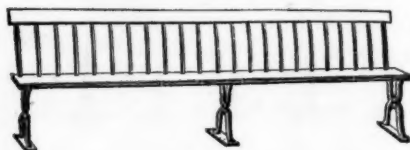
No. 17.



The Basket Chair has a tastefully ornamented book basket of iron, into which the children can place their books, slates, and other utensils of study. As a whole, in view of their strength, comfort, beauty and adaptation to their object, these are regarded as the best Primary School Chairs extant.

WALES' IMPROVED SETTEES.

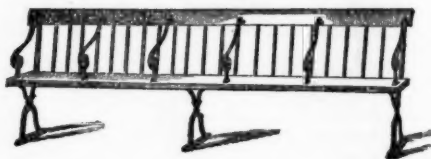
No. 19.



The engravings No. 18 and No. 19, represent an Improved Settee, eight feet in length, based upon iron supports, designed for that purpose. Such settees are well adapted for recitation-rooms, the walls of school-rooms, for the accommodation of visitors, or for any position where permanent settees are wanted. They are made of any required height, size, or length; often from forty to sixty feet in length, when placed on the walls of school-rooms; and, being without arms or other divisions, the whole length, in fact, forming a single settee, have been found to be very convenient, and of good appearance.

WALES' IMPROVED LYCEUM SETTEE.

No. 19.



The Improved Lyceum Settee is divided into five parts or seats, with fancy iron arms, made for that purpose.

WALES' TEACHERS' ARM-CHAIRS.

No. 20.



The engravings, Nos. 20 and 21, represent two substantial, well-made, and comfortable arm-chairs, having no other claim to novelty than may be due to the fact that they are constructed entirely of hard wood, and are finished without paint of any kind; they will therefore wear well, and retain their good appearance without soiling or defacement, for a long period.

WALES' IMPROVED SCHOOL FURNITURE.

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WALES' TEACHER'S ARM-CHAIRS, WITH CUSHIONS.
No. 21.



WALES' TEACHER'S TABLE, WITHOUT DRAWERS.
No. 22.

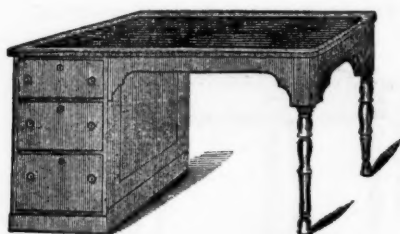


WALES' TEACHER'S TABLE, ONE DRAWER.
No. 23.



WALES' TEACHER'S TABLE, TWO DRAWERS.
No. 24.



MOVABLE SKELETON DESK.
No. 25.PORTABLE DESK.
No. 26.WALES' TEACHER'S DESK.
No. 27.WALES' TEACHER'S DESK, THREE DRAWERS AND TABLE TOP.
No. 28.WALES' TEACHER'S DESK, THREE DRAWERS AND TOP DESK.
No. 29.

WALES' TEACHER'S DESK, TWO DRAWERS AND TABLE TOP.
No. 30.



WALES' TEACHER'S DESK, TWO DRAWERS AND TOP DESK.
No. 31.



WALES' TEACHER'S DESK, FOUR DRAWERS AND TABLE TOP.
No. 32.

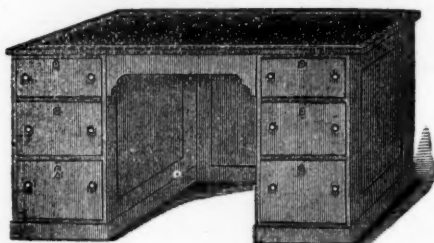


WALES' TEACHER'S DESK, FOUR DRAWERS AND TOP DESK.
No. 33.



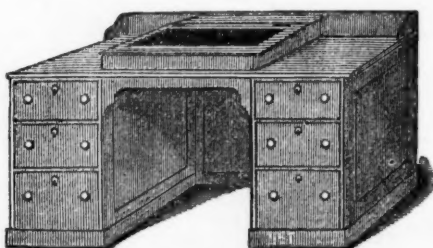
WALES' TEACHER'S DESK, SIX DRAWERS AND TABLE TOP.

No. 34.



WALES' TEACHER'S DESK, SIX DRAWERS AND TOP DESK.

No. 35.



WALES' TEACHER'S DESK AND LIBRARY, FOUR DRAWERS, TABLE TOP AND BOOK-CASE.

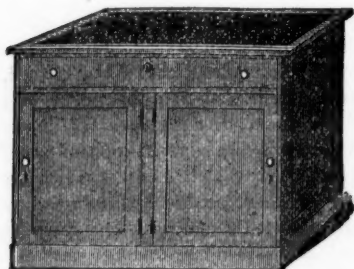
No. 36.



A.

A. The side occupied by the Teacher.

No. 37.



B.

B. The side facing the school, with a large drawer for maps, drawings, &c., and two doors which open a book-case, suitable for a school library.

WALES' TEACHER'S DESK AND LIBRARY, SIX DRAWERS, TABLE TOP AND LARGE BOOK-CASE.

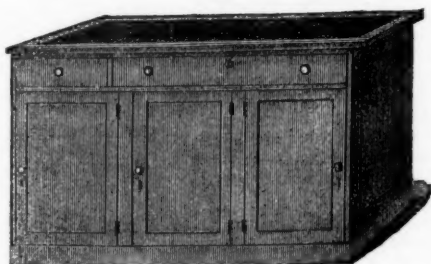
No. 38.



A.

A. The side occupied by the Teacher.

No. 39.



B.

B. The side facing the school, with a large drawer for maps, drawings, &c., a small drawer for utensils of study, and three doors which open a large book-case, suitable for a school library.

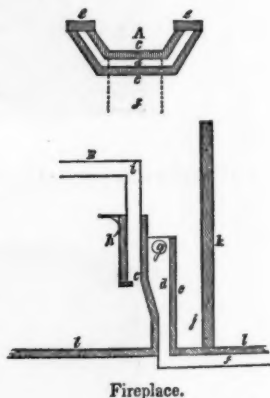
APPARATUS FOR WARMING.

THE thorough ventilation, the constant and regular change of the atmosphere of a school-room cannot be secured by simply providing flues or openings, however judiciously constructed and placed, for the escape of the air which has become impure from the process of breathing or other causes. These flues will not work satisfactorily, unless a mode of warming the room is adopted by which a large supply of pure fresh air, properly heated, is flowing in to supply the place of that which is escaping by means of the flues. Among the various modes of warming school-rooms and public halls, which we have seen in full and successful operation, we select a few, in addition to those described in other parts of the work, as worthy of the particular attention of committees and others, who are looking round for a heating apparatus. We shall use the cuts and description by which the patentees and venders have chosen to make their several modes of warming known to the public, without intending to decide on the relative merits of any one mode.

DOUBLE FIRE-PLACE FOR WARMING AND VENTILATION.

The following plan of warming and ventilating a school-room is recommended by Mr. George B. Emerson in the *School and Schoolmaster*. The position of the proposed fire-place may be seen in the *Plans of School-rooms* by the same eminent teacher, published on page 50 of this work.

Warming.—In a suitable position, pointed out in the plates, near the door, let a common brick fireplace be built. Let this be inclosed, on the back and on each side, by a casing of brick, leaving, between the fireplace and the casing, a space of four or five inches, which will be heated through the back and jambs. Into this space let the air be admitted from beneath by an opening beneath the front door, or at some other convenient place. The brick casing should be continued up as high as six or eight inches above the top of the fireplace, where it may open into the room by lateral orifices, to be commanded by iron doors, through which the heated air will enter the room. If these are lower, part of the warm air will find its way into the fireplace. The brick chimney should



Fireplace.

A. Horizontal section. B. Perpendicular section. c. Brick walls, 4 inches thick. d. Air space between the walls. e. Solid fronts of masonry. f. Air box for supply of fresh air, extending beneath the floor to the front door. g. Openings on the sides of the fireplace, for the heated air to pass into the room. h. Front of the fireplace and mantelpiece. i. Iron smoke flue, 8 inches diameter. j. Space between the fireplace and wall. k. Partition wall. l. Floor.

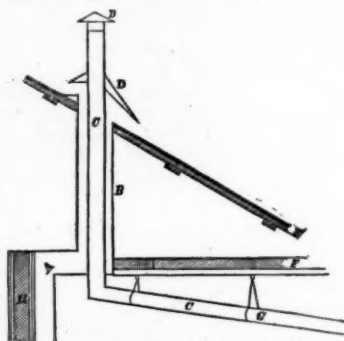
rise at least two or three feet above the hollow back, and may be surmounted by a flat iron, soap-stone, or brick top, with an opening for a smoke-pipe, which may be thence conducted to any part of the room. The smoke-pipe should rise a foot, then pass to one side, and then over a passage, to the opposite extremity of the room, where it should ascend perpendicularly, and issue above the roof. The fireplace should be provided with iron doors, by which it may be completely closed.

The advantages of this double fireplace are, 1. the fire, being made against brick, imparts to the air of the apartment none of the deleterious qualities which are produced by a common iron stove, but gives the pleasant heat of an open fireplace; 2. none of the heat of the fuel will be lost, as the smoke-pipe may be extended far enough to communicate nearly all the heat contained in the smoke; 3. the current of air heated within the hollow back, and constantly pouring into the room, will diffuse an equable heat throughout every part; 4. the pressure of the air of the room will be constantly outward, little cold will enter by cracks and windows, and the fireplace will have no tendency to smoke; 5. by means of the iron doors, the fire may be completely controlled, increased or diminished at pleasure, with the advantages of an air-tight stove. For that purpose, there must be a valve or slide near the bottom of one of the doors.

If, instead of this fireplace, a common stove be adopted, it should be placed above the air-passage, which may be commanded by a valve or register in the floor, so as to admit or exclude air.

Ventilation.—A room warmed by such a fireplace as that just described, may be easily ventilated. If a current of air is constantly pouring in, a current of the same size will rush out wherever it can find an outlet, and with it will carry the impurities wherewith the air of an occupied room is always charged. For the first part of the morning, the open fireplace may suffice. But this, though a very effectual, is not an economical ventilator; and when the issue through this is closed, some other must be provided. The most effective ventilator for throwing out foul air, is one opening into a tube which incloses the smoke-flue at the point where it passes through the roof. Warm air naturally rises. If a portion of the smoke-flue be inclosed by a tin tube, it will warm the air within this tube, and give it a tendency to rise. If, then, a wooden tube, opening near the floor, be made to communicate, by its upper extremity, with the tin tube, an upward current will take place in it, which will always act whenever the smoke-flue is warm.

It is better, but not absolutely essential, that the opening into the wooden tube be near the floor. The carbonic acid thrown out by the lungs rises, with the warm breath, and the perspirable matter from the skin, with the warm, invisible vapor, to the top of the room. There both soon cool, and sink towards the floor; and both carbonic air and the vapor bearing the perspirable matter are pretty rapidly and equally diffused through every part of the room.



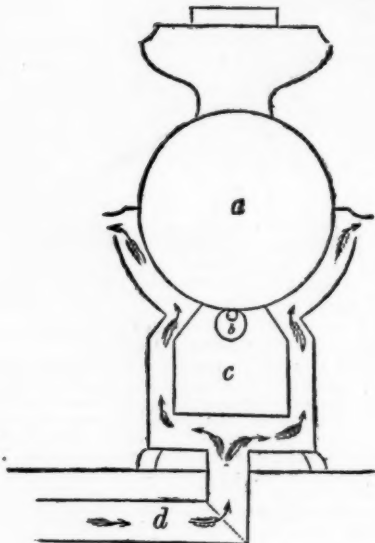
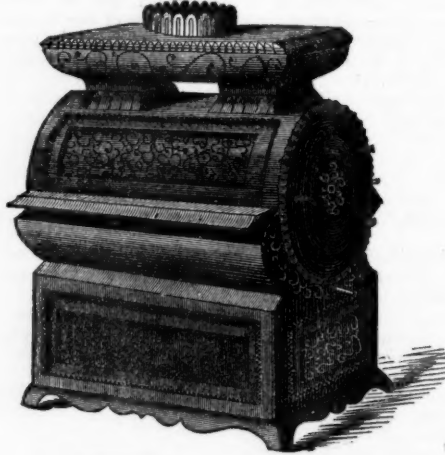
[Scale 8 feet to an inch.]

Ventilating Apparatus.

A. Air box, 1 foot square, or 24 inches by 6, covered by the plaster, and opening at the floor, in the base of the pilaster. B. Round iron tube 15 $\frac{1}{2}$ inches in diameter, being a continuation of the air box, through the center of which passes C. The smoke flue, 8 inches in diameter. D. Caps to keep out the rain.

MOTT'S VENTILATING SCHOOL-STOVE, FOR BURNING WOOD OR COAL.*Patented and Manufactured by J. L. MOTT, 264 Water-street, N. Y.*

By this stove the room is warmed by conducting a supply of moderately heated pure air from without, as well as by direct radiation from the upper portion of the stove.



- A. Air Chamber, for coal or wood.
- B. A revolving grate with a cam process, by which the ashes are easily detached and made to drop into the ash-pit below.
- C. Ash-Pit, by which also the draft can be regulated, and the stove made an air-tight.
- D. Duct, or flue under the floor, by which fresh air from without is admitted under and around the stove, and circulates in the direction indicated by the arrows.

This, and all stoves designed to promote ventilation by introducing fresh air from without, will work satisfactorily only where a flue properly constructed is provided to carry off the air which has become impure from respiration.

THE BOSTON VENTILATING STOVE AND PORTABLE VENTILATING FURNACE.

Patented March 10th, 1848, by Henry G. Clark, M. D., and manufactured by Gardner Chilson, Boston.

The Boston Ventilating Stove is composed of two cylinders, the inner (Fig. 1,) containing a fire chamber, which is lined with soapstone or fire brick, and is fitted with additional smoke-pipes to increase the radiating surface, while the outer (Fig. 2,) constitutes a chamber for warming the air, which is introduced into it beneath the inner cylinder by a flue from out of doors, and flows out at the top, to which there is a movable cap, or distributor attached, by which the opening is enlarged or diminished, and thus the supply and temperature of the air admitted can be easily regulated.



The dark arrows show the course of the air in its passage from the opening underneath the stove, through the air-chamber, into the apartment. The light arrows show the circulation of the smoke through the various radiating pipes.

This stove is made of three sizes, varying in price from twenty-five to forty dollars. It received a silver medal at the Fifth Exhibition of the Massachusetts Charitable Mechanic Association, and has been introduced with signal success into many school-houses in Boston, Charlestown, and other places.

This stove can be advantageously used as a hall stove and as a portable furnace, under circumstances which will not admit of a brick inclosure.

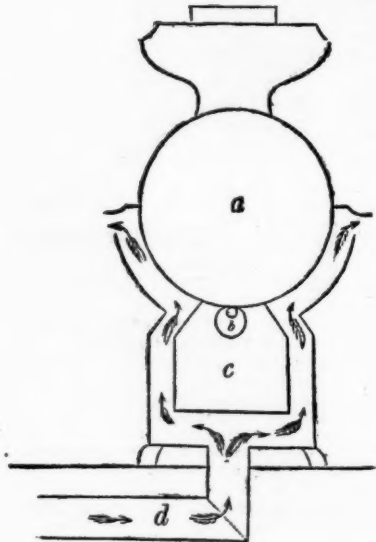
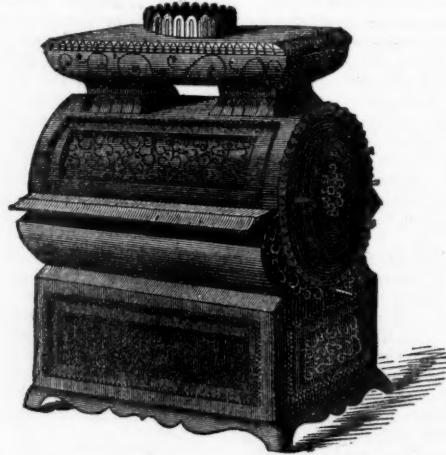
MILLAR'S VENTILATING SCHOOL STOVE.

In Millar's Ventilating School Stove, manufactured at Worcester, Mass., and designed for burning wood, the air is introduced from outside of the building beneath the stove, by an air-box, and is warmed by circulating through cast-iron tubes around the fire, until it is discharged into the room. Stoves of this patent are much used in the country district in Worcester county, and other parts of Massachusetts.

MOTT'S VENTILATING SCHOOL-STOVE, FOR BURNING WOOD OR COAL.

Patented and Manufactured by J. L. MOTT, 264 Water-street, N. Y.

By this stove the room is warmed by conducting a supply of moderately heated pure air from without, as well as by direct radiation from the upper portion of the stove.



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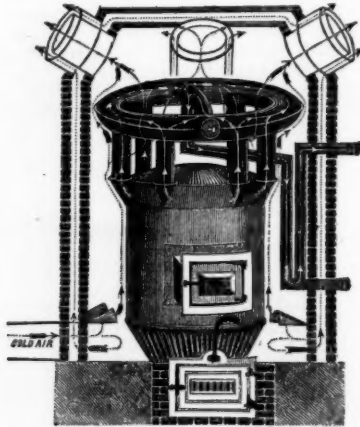
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CHILSON'S AIR-WARMING AND VENTILATING FURNACE.

Patented and Manufactured by Gardner Chilson, Boston.



The advantages of the Furnace are—

1. The fire-pot is constructed on the most economical and philosophical principles. It is broad and shallow,—at least twice as broad and one third as deep as the common fire-pot;—is one third smaller at the bottom than at the top, and is lined with fire-brick or soap-stone. Thus the fire-bed is deep enough to keep the coal well ignited with a slow but perfect combustion, while the entire heat from the fuel is given out to act upon the radiating surface alone and the fire-pot can never become red-hot, and does not require renewal. This plan for burning coal is original with the inventor, and has met with universal approbation.

2. The radiating surface is large, and so placed that it receives the immediate and natural action of the heat, and at the same time imparts its heat in the most direct and uniform manner to the fresh air from without, without suffering waste by absorption from the outer walls of the air-chamber.

3. The air-chamber is large, and the fresh air is admitted and discharged so readily and uniformly that no portion of the radiating surface can ever become overheated; and a delightful summer temperature is maintained in the rooms.

4. The joints of the furnace are so constructed, that, even if the iron-work was liable, like other furnaces, to crack from extreme expansion, by being overheated, (which it is not,) the gas from the burning coal cannot escape into the air-chamber.

5. There are no horizontal inner surfaces on which dust and soot can gather, which do not, at the same time, clean themselves, or admit of being easily cleaned.

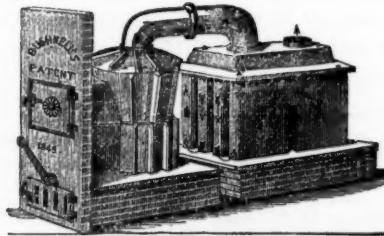
6. The grate in the fire-pot is so constructed, that the ashes can be easily detached, and the combustion facilitated.

7. It has stood all the test which sharp rivalry and the most severe philosophical practical science could apply to it, and has thus far accomplished all that its inventor promised, and when tried in the same building with other furnaces, has uniformly received the preference.

G. Chilson also manufactures an Open Stove for wood, or coal, and a Grate for coal, with an air-chamber on the sides and back of the fire, by which fresh air is warmed in its passage into the room, and the cheerful aspect of an open fire-place secured.

BUSHNELL'S PATENT HOT-AIR FURNACE.

Manufactured by Ezra Clark, Jr., 61 Front street, Hartford, Conn.



BUSHNELL'S FURNACE is the only one constructed on strictly scientific principles, and bears any test either of theory or practice. Scientific gentlemen have endorsed its excellence, and successful practice approves and confirms their recommendation.

The radiating part of this furnace, being that portion which diffuses the heat, is distinguished from all others from the fact that the cold air is passed into the furnace chamber *between* horizontal cast iron pipes or tubes, *inside of which the hot gas of the fire is circulating*, and communicating its heat, as it passes off to the chimney; so that the cold air is brought in direct contact with the heated iron, and is actually heated before it reaches the inner chamber of the furnace. While the cold air is passing one way to be heated (between the heated iron pipes) the hot gas of the fire is passing the other way to be cooled, and thus the mean difference of temperature is *kept the greatest possible at every point*. The *greatest* amount of heat will be communicated in this way, by the *least* amount of iron surface; and as the radiator has a very large surface, it follows that *more* heat is extracted (from a given amount of fuel) *than by any other invention yet offered to the public*.

This furnace is so constructed that it *clears itself* of ashes and soot, never requiring to be disturbed, and consequently requires not as much care as an ordinary fire. A child can take care of it when in use, and it can stand from season to season, untouched, without trouble or expense, and be at any moment ready for immediate use.

Two kinds of pots are offered by the manufacturer, for use with this furnace; one similar to the most approved forms now in use, the other entirely different, and the invention of Dr. BUSHNELL. It differs from all others in allowing the fire to be *stirred above the grate*, and through the opening by which the coal is entered. This throws up the dead coals and cinders, which are then easily removed, and, as the grate *need never be dropped*, the dirty process of riddling is avoided. No ashes escape, and the cloud of dust which usually envelopes the tender in all other furnaces, is no where seen in this, and no uncleanness results from renewing the fire. The fire may be stirred and cleaned when it is in full action, as well as at any other time; the coals will never rattle down to choke the fire, but will of necessity, by this method of stirring, *always* be thrown up into a light open cinder, giving free passage to the draft and facilitating combustion.

This furnace is offered in the entire confidence that it is *the best ever manufactured*, and this bold assertion is warranted and proved by the favorable testimony of those who have used it. A TRIAL IS ALL THE PROOF REQUIRED.

Three sizes of furnaces are made, viz.: No. 1 with 17 inch pot; No. 2 with 20 inch pot; No. 3 with 24 inch pot; which are now for sale in most of the larger cities and towns in the northern states.

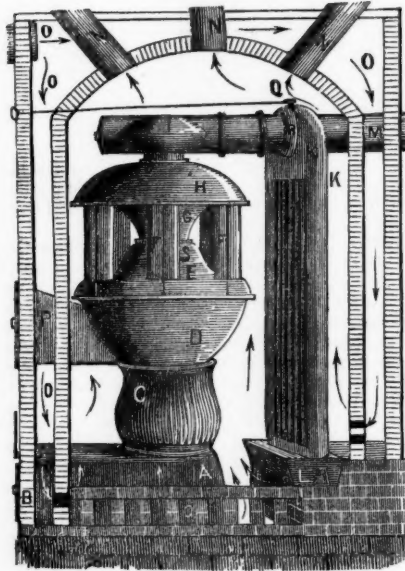
Orders for Bushnell's Furnaces will be promptly attended to, on application by mail or otherwise, to EZRA CLARK, Jr., Hartford, Conn.

CULVER'S HOT-AIR FURNACE.

PATENTED AND MANUFACTURED BY CULVER & CO., 52 CLIFF-STREET, NEW YORK.

Culver's Hot-Air Furnace, as described in the following diagram and explanations, is intended for hard coal, to be set in double walls of brick masonry in cellar or basement, below the rooms to be warmed.

Figure 1.



- A. Iron or Brick Ash Pit.
- B. Ash Pit door.
- C. Pot, or coal Burner, with or without soap-stone lining.
- D. Fire Chamber.
- E. Lower half of Tubular drum.
- F. Elliptical tubes.
- G. Upper half of Tubular drum.
- H. Top of Tubular drum.
- I. Cap and smoke pipe.
- K. Flat Radiator.
- L. Water bason or evaporator.
- M. Smoke pipe to chimney.
- N. Conductors of Hot Air.
- O. Cold air conductor and chamber.
- P. Feed door.
- Q. Hot-Air chamber.
- R. Damper in globe with rod attached.
- S. Pendulum valve for cleaning.
- + Shows the direction of the currents of hot or cold air.

Figure 2.

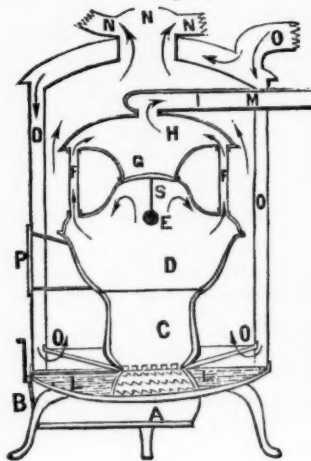
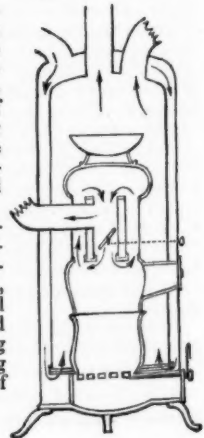


Fig. 2 represents a section of large size Portable Furnace with double casings of sheet iron or zinc. The same letters for reference are used as in Fig. 1.

Fig. 3 represents a smaller size Portable Furnace, with two metal coverings and an evaporating dish standing upon the top of the drum.

Figure 3.



APPARATUS.

IN addition to the necessary furniture of a school, such as seats, desks, and other fixtures and articles required for the accommodation of pupils and teacher, and the order and cleanliness of the premises, every school-room should be furnished with such apparatus as shall enable the teacher to employ the hand and eye of every pupil in illustration and experiment, so far as may be practicable and desirable in the course of instruction pursued in the school. It is therefore important, in the internal arrangement of a school-house, to have regard to the safe-keeping, display, and use of such apparatus as the grade of the school, for which the house is intended, may require. A few suggestions will therefore be made on these points, and in aid of committees and trustees in selecting apparatus.

1. In a large school, and in schools of the highest grade, there will be need of a separate apartment appropriated to the safe-keeping of the apparatus, and in some departments of instruction, for the proper use of the same. But in small schools, and as far as practicable in all schools, maps, diagrams, and other apparatus, should be in view of the school at all times.

This will not only add to the attractions of the school, and make the school-room look like a workshop of education, but will awaken a desire in the pupils to know the uses of the various articles, and to become acquainted with the facts and principles which can thus be seen, heard, or handled.

2. Such articles as are liable to be injured by dust, or handling, must be provided with an appropriate room, or a case of sufficient size, having glazed and sliding doors, and convenient shelves.

The doors should not be glazed to the floor, on account of liability to breakage, and also to admit of drawers for maps and diagrams, and a closet for such articles as may be uninteresting or unseemly to the eye, although useful in their place.

The shelves should be movable, so as to admit of additions of larger or smaller specimens of apparatus, and also of such arrangement as the varying tastes of different teachers may require.

3. There should be a table, with a level top, and capable of being made perfectly firm, unless the teacher's desk can be so, for the teacher to place his apparatus on, when in use.

4. The apparatus of every school-room should be selected with reference to the grade of schools to which it is appropriated, and in Primary and District schools in particular, should be of simple construction and convenient for use.

5. As far as practicable, the real object in nature and art, and not a diagram, or model, should be secured.

The following list of articles is necessarily very imperfect, but it may help to guide committees in their search after apparatus.

ARTICLES INDISPENSABLE IN SCHOOLS OF EVERY GRADE.

A clock.

The cardinal points of the heavens painted on the ceiling, or on the teacher's platform, or the floor of the recitation room.

As much blackboard, or black surface on the walls of the school-room, and the recitation rooms, as can be secured. A portion of this black surface should be in full view of the whole school, for passing explanations; and another portion out of the way, within reach of the smallest pupils. One or more movable blackboards, or large slate, with one or more movable stands or supporters.

All the appendages to a blackboard, such as chalk, crayons, and a rubber of soft cloth, leather, or sheepskin, and a pointer.

An inkstand, fixed into the desk, with a lid, and with a pen-wiper attached.

A slate, iron-bound at the corners, and covered with list, or India-rubber cloth, for every desk, with a pencil-holder and sponge attached. A few extra slates for the use of the youngest pupils, under the care and at the discretion of the teacher.

A map of the district, town, county, and state.

A terrestrial globe, properly mounted, or suspended by a wire.

The measure of an inch, foot, yard, and rod, marked off on the edge of the blackboard, or on the wall.

Real measures of all kinds, linear, superficial, solid, and liquid; as a foot-rule, a yard-stick, quarts, bushels, an ounce, pound, &c., for the exercise of the eye and hand.

Vases for flowers and natural grasses.

APPARATUS FOR A PRIMARY OR DISTRICT SCHOOL.

The apparatus for this class of schools cannot be specified with much minuteness, because the ages of the pupils, and the modes of instruction vary so much in different localities. The following list embraces the articles purchased for Primary and District schools in Rhode Island:

Movable Lesson Posts. These are from three and a half to four feet high, and are variously made of wood, and of cast-iron. It consists, when made of wood, of an upright piece of plank from two to three inches square at the bottom, and diminishing regularly to the top, where it is one inch, inserted in a round or cross base broad enough to support the lesson board, or card, which is suspended by a ring on a hook at or near the top of the post.

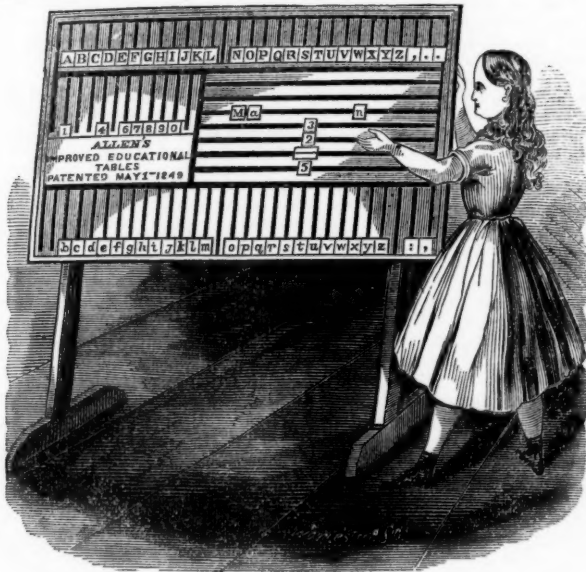
J. L. Mott, 264, Water street, New York, manufactures for the Primary schools of the Public School Society of New York, a very neat cast-iron lesson stand.

Reading Lessons. Colored Prints, and Diagrams of various kinds, such as of animals, costumes, trades, &c., pasted on boards of wood or strong pasteboard; some with, and others without printed descriptions beneath; to be suspended at appropriate times on the lesson stands, for class exercises, and at other times, on the walls, or deposited in their appropriate places.

In this list should be included the numeration table, tables for reading arithmetical marks, easy lessons, geometrical figures, punctuation marks, outline maps, &c.



Allen's *Education Table* will be found very useful in teaching the Alphabet, Spelling, Reading, and Arithmetic, to little children at home, and in Primary Schools.



Allen's *Education Table* consists of a board or table, along the centre of which are horizontal grooves, or raised ledges forming grooves between them, that connect with perpendicular grooves or compartments on the sides, in which are inserted an assortment of movable blocks, on the face of which are cut the letters of the alphabet, both capitals and small, the nine digits and cipher, and all the usual pauses and signs used in composition and arithmetic.

The letters, figures and signs are large, so as to be readily recognized by all the members of a large class, and from even the extremity of a large school-room, and are so assorted and arranged as to be easily slid from the perpendicular grooves or compartments into the horizontal grooves, and there combined into syllables, words and sentences, or used in simple arithmetical operations. When the lesson in the alphabet, spelling, reading, composition, or arithmetic, is finished, the blocks can be returned to their appropriate places.

The experience of many teachers in schools of different grades, and of many mothers at home, (the God-appointed school for little children, next to which should be ranked the well organized Primary School, with a bright, gentle, affectionate and patient female teacher,) has demonstrated that by accustoming the child, either individually, or in a class, to select letter by letter, and move them from their appropriate case to the centre of the board, and there combining them into syllables and words, a knowledge of the alphabet, and of words, is acquired in a much shorter time and in a much more impressive and agreeable manner, than by any of even the best methods now pursued.

All of the advantages derived from the method of dictation, and the use of the slate and blackboard, in teaching children the alphabet, spelling, reading, and the use of capital letters and pauses, as well as the elementary principles of arithmetic, such as numeration, addition, subtraction, &c., can be secured by the introduction of this *Table* into our Primary and District Schools.

Manufactured by EDWIN ALLEN only, Windham, Conn., who will promptly attend to all orders for them.

A *Moveable Black-board*, or prepared black surface of considerable extent, is indispensable.

The upper portion of the standing blackboard should be inclined back a little from the perpendicular, and along the lower edge there should be a projection or trough to catch the particles detached from the chalk or crayon when in use, and a drawer to receive the sponge, cloth, lamb's-skin, or other soft article used in cleaning the surface of the board.

Blackboards, even when made with great care, and of the best seasoned materials, are liable to injury and defacement from warping, opening of seams, or splitting when exposed to the overheated atmosphere of school-rooms, unless they are set in a frame like a slate, or the panel of a door.

By the following ingenious, and cheap contrivance, a few feet of board can be converted into a table, a sloping desk, one or two blackboards, and a form or seat, and the whole folded up so as not to occupy a space more than five inches wide, and be easily moved from one room to another. It is equally well adapted to a school-room, class-room, library or nursery.

ff Under side of the swinging board, suspended by rule-joint hinges, when turned up, painted black or dark chocolate.

a d Folding brackets, inclined at an angle of 75 degrees, and swung out to support the board when a sloping desk is required.

b c Folding brackets to support the swinging board when a bench or flat table is required.

eee Uprights attached to the wall.

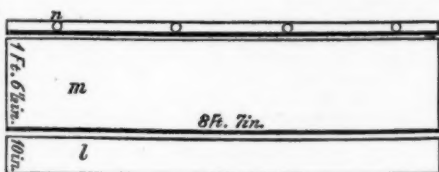
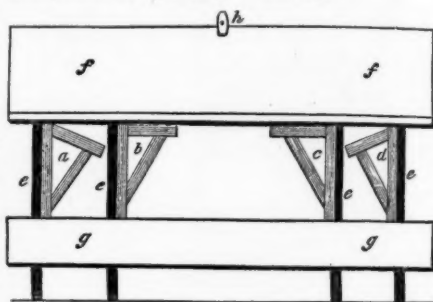
gg Form to be used when the swinging board is let down, and to be supported by folding legs. The under side can be used as a blackboard for small children.

A A wooden button to retain the swinging board when turned up for use as a blackboard.

n Opening to receive inkstands, and deposit for slate, pencil, chalk, &c.

m Surface of swinging board when let down.

l Surface of form or bench.



When not in use, or let down, the desk and form should hang flush with each other.

A cheap movable blackboard can be made after the following cut (Fig. 3).

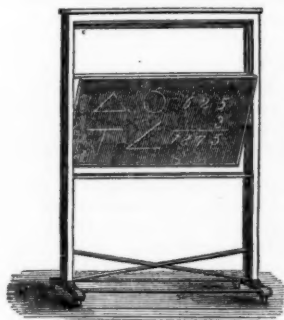




A movable stand to support a blackboard may be made like a painter's easel, as represented in the accompanying cut.

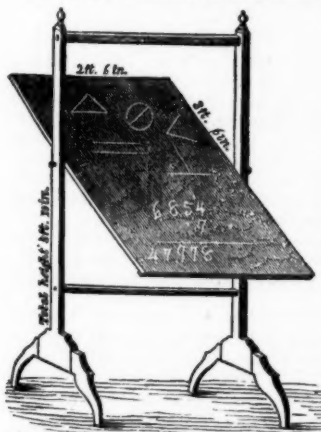
a, Pins for board to rest on. *c*, Hinge or joint to the supporting legs, which are braced by hook *b*, and may be folded up, and the stand put away in a closet. A stand of this kind is convenient to display outline and other maps, reading lessons and other diagrams.

A large movable blackboard



may be made as represented in the accompanying cut. An upright frame, strongly braced by cross-pieces (*a*) is inserted into the feet (*b*), or horizontal supports having castors, on which the whole may be rolled on the floor. Within grooves on the inside of this upright frame is a smaller frame (*c*) hung by a cord which passes over a pulley (*d*), and is so balanced by weights, concealed in the upright parts, as to admit of being raised or lowered conveniently. Within this inner frame is hung the blackboard on pivots, by which the surface of the board can be inclined from a perpendicular.

A cheaper movable frame, with a blackboard suspended on a pivot, can be made as represented in the lower diagram. The feet, if made as represented in this cut, will be liable to get broken.



Composition for Blackboards.

Lampblack and flour of emery mixed with spirit-varnish.

No more lampblack and flour of emery should be used than are sufficient to give the required black and abrading surface; and the varnish should contain only sufficient gum to hold the ingredients together, and confine the composition to the board. The thinner the mixture, the better.

The lampblack should first be ground with a small quantity of alcohol, or spirit-varnish, to free it from lumps.

The composition should be applied to the smoothly-planed surface of the board, with a common painter's brush. Let it become thoroughly dry and hard before it is used. Rub it down with pumice-stone, or a piece of smooth wood covered with the composition.

This composition may also be used on the walls.

Slate Blackboard.

In the class-rooms of the American Asylum for the Deaf and Dumb, and all similar institutions, where most of the instruction is given by writing, and drawings on the blackboard, large slates from three feet wide, to four feet long are substituted for the blackboard. These slates cost from \$2 to \$3, and are superior to any other form of blackboard, and in a series of years prove more economical.

Plaster Blackboard.

As a substitute for the painted board, it is common to paint black a portion of the plastered wall when covered with hard finish, (i. e. plaster of Paris and sand;) or to color it by mixing with the hard finish a sufficient quantity of lamp-black, wet with alcohol, at the time of putting it on. The hard finish, colored in this way, can be put on to an old, as well as to a new surface. Unless the lamp-black is wet with alcohol, or sour beer, it will not mix uniformly with the hard finish, and when dry, the surface, instead of being a uniform black, will present a spotted appearance.

Canvas Blackboard.

Every teacher can provide himself with a portable blackboard made of canvas cloth, 3 feet wide and 6 feet long, covered with three or four coats of black paint, like Winchester's Writing Charts. One side might, like this chart, present the elements of the written characters classified in the order of their simplicity, and guide-marks to enable a child to determine with ease the height, width, and inclination of every letter. Below, on the same side, might be ruled the musical scale, leaving sufficient space to receive such characters as may be required to illustrate lessons in music. The opposite side can be used for the ordinary purposes of a blackboard. When rolled up, the canvas would occupy a space three feet long, and not more than three inches in diameter.

Directions for making Crayons.

A school, or the schools of a town, may be supplied with crayons very cheaply, made after the following directions given by Professor Turner of the American Asylum for the Deaf and Dumb.

Take 5 pounds of Paris White, 1 pound of Wheat Flour, wet with water, and knead it well, make it so stiff that it will not stick to the table, but not so stiff as to crumble and fall to pieces when it is rolled under the hand.

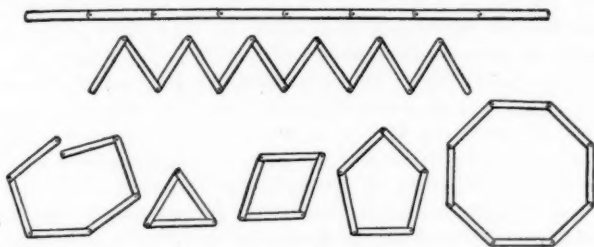
To roll out the crayons to the proper size, two boards are needed, *one*, to roll them *on*; the *other* to roll them *with*. The first should be a smooth pine board, three feet long, and nine inches wide. The other should also be pine, a foot long, and nine inches wide, having nailed on the under side, near each edge, a slip of wood one third of an inch thick, in order to raise it so much above the under board, as, that the crayon, when brought to its proper size, may lie between them without being flattened.

The mass is rolled into a ball, and slices are cut from one side of it about one third of an inch thick; these slices are again cut into strips about four inches long and one third of an inch wide, and rolled separately between these boards until smooth and round.

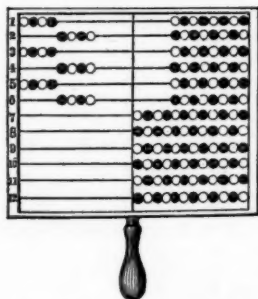
Near at hand, should be another board 3 feet long and 4 inches wide, across which each crayon, as it is made, should be laid so that the ends may project on each side—the crayons should be laid in close contact and straight. When the board is filled, the ends should be trimmed off so as to make the crayons as long as the width of the board. It is then laid in the sun, if in hot weather, or if in winter, near a stove or fire-place, where the crayons may dry gradually, which will require twelve hours. When thoroughly dry, they are fit for use.

An experienced hand will make 150 in an hour.

The Gonigraph is a small instrument composed of a number of flat rods connected by pivots, which can be put into all possible geometrical figures that consist of straight lines and angles, as triangles, squares, pentagons, hexagons, octagons, &c.



The Arithmeticon, represented in the annexed cut, is a most useful instrument. In an oblong open frame, twelve rows of wooden balls, alternately black and white, and of the size of a nutmeg or small walnut, and twelve in each row, are strung like beads on strong wires. The instrument, when fixed to a stand, is about four feet high, the frame being one-fourth part broader than it is high. It may be made much smaller, as in the cut. When it is used to exercise the children in arithmetic, the teacher or monitor stands behind, and slides the balls along the wires from his left to his right, calling out the number he shifts, as, twice two are four, thrice two are six, shifting first four balls, and then two more. As the children are apt to confuse the balls remaining with those shifted, a thin board covers half the surface on the side next the children, as marked by a line down the centre, so that they see only the balls shifted to the open side.



Holbrook's Scientific Apparatus embraces a variety of articles which will be found highly useful in the District school, in which both the older and younger pupils of the districts are ordinarily gathered at the same time, and under one teacher.

The following articles constitute a set which costs \$14.75, including a neat box with lock and key:

Tellurian; Suspension Orrery; Gear or Wheel Orrery with metal wheels; Globe; Orbit Plain; Numerical Frame; Geometrical Forms

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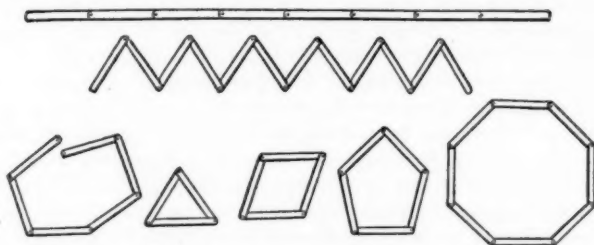
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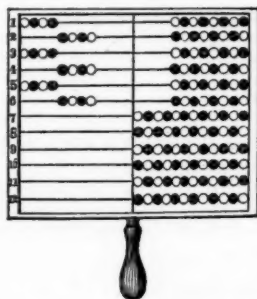
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and Solids; Twenty-five Geological Specimens; Geometry; Scale and Triangle; Block to illustrate Cube Roots; Geometrical Chart; Manuscript Letters: Text Book.

Mr. Josiah Holbrook of New York, whose name was originally connected with this set of apparatus, and with which, as manufactured under his direction, we are familiar, disclaims at this time (1848) any responsibility for the articles manufactured by Holbrook & Co., of Ohio.

This gentleman, so long and so favorably known from his connection with Lyceums, and elementary instruction, is now residing in New York, and has an office in the Hall of the Public School Society. There, in connection with Mr. Seton, and two very ingenious workmen, (Messrs. Riker,) he is now getting up apparatus "which shall be simple, easily used, readily understood, not liable to get out of order, and durable." The following is a list of articles already prepared for Primary Schools:

A Geological Cabinet, Geometricals, embracing plain figures, solids, models of crystals, illustrations of insect architecture and human mechanism, transposing and revolving figures, all illustrated with cuts and explanations; a globe with maps of the world and United States; numeral frame; a simple lever, with weights; a syphon and glass pump, showing the weight of the atmosphere in raising water; an air bulb, showing the expansive power of heat, simply by the hand; a simple permanent magnet; also an electro-magnet, a microscope, a simple orrery, and First Drawing Book for children, are among the instruments fitted to make clear, distinct, correct and lasting *first impressions* upon young minds, before reading-lessons or the letters of the alphabet can be rendered intelligible to them.

To teach Geography and History properly, the following maps are desirable:

- Map or plan of the school-room, yard, &c.
- Map or plan of the District or Village.
- Map or plan of the Town, County, and State.
- Map of the United States.
- Map of North America.
- Map of Europe.
- Map of the World.
- Map of Palestine.
- Map of the countries mentioned in the Bible and in ancient history.
- Map of Europe during the middle ages.
- Fitch's Chirography, or plates and instruction in map-drawing.
- Series of Outline Maps, published by J. H. Mather & Co., Hartford, Ct.
- A selection from Borgaus & Johnston's *Physical Atlas*, published in Edinburgh in 1847, viz.
 - Rivers in America.
 - Rivers in Europe and Asia.
 - Mountain chains in North and South America.
 - Mountain chains in Europe and Asia.
 - Regions of Earthquakes and Volcanoes.
 - Geological Map of America.
 - Geological Map of Europe.
 - Distribution of Food-plants over the world.
 - Distribution of Animals.
 - Distribution of Man.
- Colton's Historical Chart.
- Willard's Map of Time.
- Mattison's Astronomical Maps.
- Page's Normal Chart of Elementary Sounds.

Fulton's Chirographic Charts.
 Green's Analysis of Sentences.
 Henry's Family and School Monitor.
 Wickham's Drawing Tablets.

APPARATUS FOR GRAMMAR SCHOOLS.

The School Committee of Boston, in 1847, adopted the following articles as a set of Philosophical Apparatus for the Grammar schools, which was selected and classified by Mr. Wightman, whose long experience in manufacturing apparatus for schools of every grade, admirably qualified him for the work:

Laws of Matter.

Apparatus for illustrating Inertia.
 Pair of Lead Hemispheres, for Cohesion.
 Pair of Glass Plates, for Capillary Attraction.

Laws of Motion.

Ivory Balls on Stand, for Collision.
 Set of eight illustrations for Centre of Gravity.
 Sliding Frame, for Composition of Forces.
 Apparatus for illustrating Central Forces.

Mechanics.

Complete set of Mechanicals, consisting of Pulleys; Wheel and Axle; Capstan; Screw; Inclined Plane; Wedge.

Hydrostatics.

Bent Glass Tube, for Fluid Level.
 Mounted Spirit Level.
 Hydrometer and Jar, for Specific Gravity.
 Scales and Weights, for Specific Gravity.
 Hydrostatic Bellows, and Paradox.

Hydraulics.

Lifting, or Common Water Pump.
 Forcing Pump; illustrating the Fire Engine.
 Glass Syphon Cup; for illustrating Intermitting Springs.
 Glass and Metal Syphons.

Pneumatics.

Patent Lever Air Pump and Clamp.
 Three Glass Bell Receivers, adapted to the Apparatus.
 Condensing and Exhausting Syringe.
 Copper Chamber, for Condensed Air Fountain.
 Revolving Jet and Glass Barrel.
 Fountain Glass, Cock, and Jet for Vacuum.
 Brass Magdeburg Hemispheres.
 Improved Weight Lifter for upward pressure.
 Iron Weight of 56 lbs. and Strap Flexible Tube and Connectors for Weight Lifter.
 Brass Plate and Sliding Rod.
 Bolt Head and Jar.
 Tall Jar and Balloon.
 Hand and Bladder Glasses.
 Wood Cylinder and Plate.
 India Rubber Bag, for expansion of air.
 Guinea and Feather Apparatus.
 Glass Flask and Stop-Cock, for weighing air.

Electricity.

Plate Electrical Machine.
 Pith Ball Electrometer.
 Electrical Battery of four Jars.
 Electrical Discharger.
 Image Plates and Figure.
 Insulated Stool.
 Chime of Bells.
 Miser's Plate, for shocks.
 Tissue Figure, Ball and Point.
 Electrical Flyer and Tellurian.
 Electrical Sportsman, Jar and Birds.
 Mahogany Thunder House and Pistol.

Hydrogen Gas Generator.

Chains, Balls of Pith, and Amalgam.

Optics.

Glass Prism; and pair of Lenses.

Dissected Eye Ball, showing its arrangement.

Magnetism.

Magnetic Needle on Stand.

Pair of Magnetic Swans.

Glass Vase for Magnetic Swans.

Horseshoe Magnet.

Astronomy.

Improved School Orrery.

Tellurian, or, Season Machine.

Arithmetic, and Geometry.

Set of 13 Geometrical Figures of Solids.

Box of 64 one inch Cubes, for Cube Root, &c.

Auxiliaries.

Tin Oiler.

Glass Funnel.

Sulphuric Acid.

Set of Iron Weights for Hydrostatic Paradox.

APPARATUS FOR HIGH SCHOOLS.

The articles of Apparatus for a High School, will depend on the extent to which such studies as Natural Philosophy, Chemistry, &c., are carried, and to the amount of money which can be expended. We have drawn up several such lists, and in doing so have been governed by the circumstances mentioned. As the best guide to committees and teachers, we shall publish in another place, under the head of Priced Catalogues, &c., lists of such articles as can be purchased for sums of money varying from \$50 to \$1000.

LIBRARY.

EVERY school should be furnished with a Library which should include,

1. Books on schools and school-systems, for the use of school officers and parents; and on the theory and practice of teaching, for the professional instruction of teachers.

2. Books of reference, for the use principally of teachers.

3. Books for circulation among the pupils.

4. Books for circulation among the parents, and inhabitants of the District, or neighborhood.

In the arrangement, and furniture of a school-house, provision should be made for the Library.

The following catalogue may assist those who are charged with the purchase of books:

RULES FOR THE CARE AND PRESERVATION OF SCHOOL-HOUSES.

The following provisions are included among the Regulations for the Government of Teachers and Pupils of Public Schools, adopted by School Committees in most of the towns of Rhode Island:

For Teachers:

There shall be a recess of at least fifteen minutes in the middle of every half day; but the primary schools may have a recess of ten minutes every hour: at the discretion of the teacher.

It shall be the duty of teachers to see that fires are made, in cold weather, in their respective school-rooms, at a seasonable hour to render them warm and comfortable by school time; to take care that their rooms are properly swept and dusted; and that a due regard to neatness and order is observed, both in and around the school-house.

As pure air of a proper temperature is indispensable to health and comfort, teachers cannot be too careful in giving attention to these things. If the room has no ventilator, the doors and windows should be opened before and after school, to permit a free and healthful circulation of air; and the temperature should be regulated by a thermometer suspended, five or six feet from the floor, in such a position as to indicate as near as possible the average temperature, and should be kept about 65 degrees Fahrenheit.

The teachers shall take care that the school-houses, tables, desks, and apparatus in the same, and all the public property entrusted to their charge, be not cut, scratched, marked, or injured and defaced in any manner whatever. And it shall be the duty of the teachers to give prompt notice to one or more of the trustees, of any repairs that may be needed.

For Pupils:

Every pupil who shall, *accidentally or otherwise*, injure any school property, whether fences, gates, trees or shrubs, or any building or any part thereof; or break any window glass, or injure or destroy any instrument, apparatus or furniture belonging to the school, shall be liable to pay all damages.

Every pupil who shall any where, on or around the school premises, use or write any profane or unchaste language, or shall draw any obscene pictures or representations, or cut, mark, or otherwise *intentionally* deface any school furniture or buildings, or any property whatsoever belonging to the school estate, shall be punished in proportion to the nature and extent of the offence, and shall be liable to the action of the civil law.

No scholar of either sex shall be permitted to enter any part of the yard or buildings appropriated to the other, without the teacher's permission.

Smoking and chewing tobacco in the school-house or upon the school premises, are strictly prohibited.

The scholars shall pass through the streets on their way to and from school in an orderly and becoming manner; shall clean the mud and dirt from their feet on entering the school-room: and take their seats in a quiet and respectful manner, as soon as convenient after the first bell rings; and shall take proper care that their books, desks, and the floor around them, are kept clean and in good order.

It is expected that all the scholars who enjoy the advantages of public schools, will give proper attention to the *cleanliness* of their persons, and the neatness and decency of their clothes—not only for the moral effect of the habit of neatness and order, but that the pupils may be at all times prepared, both in conduct and external appearance—to receive their friends and visitors in a respectable manner; and to render the school-room pleasant, comfortable and happy for teachers and scholars.

In the "*Regulations of the Public Schools in the city of Providence*," it is made the duty "of the principal teacher in each school-house, for the compensation allowed by the Committee, to employ some suitable person to make the fires in the same when necessary, and to see that this important work is properly and economically done;" also "for the compensation

allowed, to employ some suitable person to sweep the room and its entries daily, and dust the blinds, seats, desks, and other furniture in the same, and to clean the same once a quarter, and to see that this work is neatly and properly done."

The teachers must also "take care that the school-houses, the apparatus in the same, and all the public property entrusted to their charge, be not defaced, or otherwise injured by the scholars, and to give prompt notice to the Superintendent of any repairs and supplies that may be needed."

PRACTICAL SUGGESTIONS RESPECTING VENTILATION, FIRES, SWEEPING AND DUSTING.

The following suggestions are taken from the *Manual of the System of Discipline and Instruction for the Schools of the Public School Society of New York*:

VENTILATION.

Strict attention should be paid to all the means provided for temperature and ventilation. During the season of fires, the thermometer should be watched,—and the ventilating flues, windows, doors, and stoves, should be constantly attended to,—and every precaution taken, to give as pure an atmosphere to the school-room, as circumstances will allow. This is not only necessary, for a proper and free exercise of the physical powers,—but it will be found greatly to influence every mental exercise; for, both will partake of either languor, or vigor, according as ventilation is neglected, or duly attended to. In warm weather, the upper sashes should be down during school hours, and allowed to remain open about four inches during the night,—except, that on occasion of a storm, the windows against which it bears, may be closed. In winter, excepting when the weather is exceedingly cold and piercing, it may be of advantage to have two or more of the upper sashes down about an inch during the night; but these as well as the doors should be closed before kindling the fires. Two or more of the upper sashes should be drawn down at the end of the first half hour after opening school,—and again, for a short time at each successive half hour,—and whenever the thermometer rises to 70 degrees. At all seasons, the windows and doors should be thrown wide open for a few minutes during each recess, while the scholars are in the yard. The teacher should be careful to require all the scholars to go out, except such as may reasonably be excused on account of infirmity or sickness; and even these should be required to change their places, and to exercise themselves by walking to and fro in the school-room. At all seasons, at the close of school, all the doors and windows should be opened for a few minutes, in order that a pure atmosphere may be admitted and retained during the noon-time recess, or at night. A thermometrical diary must be kept during the winter season, and the temperature of the room noted at the opening, middle, and close, of each daily session. Further directions on this point are given in the instructions for making fires. The window-blinds and curtains are for the purpose of guarding against the sunshine, or observation from without. They should, therefore, be so managed, as only to exclude the direct rays of the sun, and kept open or shut accordingly. When required as a screen from observation, they should extend no farther than necessary for that purpose. Attention to these rules will give an air of cheerfulness within, so congenial to the young. It is important that this fact be impressed on all—that air, and light, are grand essentials in a school-room: let the first be freely admitted, and the second never causelessly excluded.

FIRES.

The ashes should be taken from the stoves in the morning only, leaving a layer of one inch in depth: then to proceed to build with the materials after the following manner: Place one large stick on each side; in the space between them, place the kindling wood; and above it, the small wood, somewhat crosswise; then, set fire to the kindling, and close the stove door. See that the

draught is cleared of ashes, or other obstructions; and that the dampers are properly adjusted; (these are generally so arranged as to open the draught when the handle is parallel with the pipe). If the materials have been laid according to the foregoing directions, the combustion will be free. Should the temperature of the room be as low as 40° , fill the stove with wood. Under ordinary circumstances, in thirty-five minutes the temperature will be raised to 60° degrees,—at which point it should certainly be, at the time of opening school; when the stove may be supplied with one or two large sticks. At all times, before supplying wood, draw forward the brands and coals with the fire-hook. If there should be too much fire, open the stove door, and if necessary, turn the damper,—or, what may be better for economy, effectually close the draft at the stove door with ashes. By attention to all these directions,* the temperature may be maintained, the wood entirely consumed, and the thermometer stand at 60° degrees, at the close of the school; which is desirable in cold weather, so as not to subject the pupils to too sudden a change of temperature on going into the open air. The evaporating pan should be kept *clean*, and filled with water when in use. In damp rooms it is not needed,—nor in damp weather:—but it should be emptied, and wiped dry, before it is set aside.

DUSTING AND SWEEPING.

For a large room, or one department of a Public School building, six brooms will be found sufficient to be in use. When half worn, they will serve for sweeping the yard; and when well worn down in that service, will still be useful for scrubbing, with water or sand; and, if properly used by the sweepers, will be evenly worn to the last. Before sweeping, pull down the upper sashes, and raise the under ones. Let the sweepers be arranged, one to each passage between the desks,—and, beginning at the windward side, sweep the dirt before them, till it is carried forward to the opposite side of the room. The broom should rest square on the floor, and, with the motion used in raking hay, should be drawn towards the sweeper, without flirting it outwards, or upwards, which raises unnecessary dust, and wears the broom irregularly. The dirt, when taken up, should be carried into the *middle of the street*. The dusting is to be done in the same regular manner, allowing a suitable interval after sweeping. If at noon, dusting should be done shortly before school time; if at night, dust the next morning. In out-door sweeping, the same rule is to be followed—the sweepers going in ranks, and sweeping from the windward. Let the scrubbing be done by a similar method. When once acquainted with these methodical plans, the cleaners will do the work, not only more effectually, but with more satisfaction and ease to themselves—and being a part of domestic economy, it will be, so far, an advantage to understand how to do it well.

REGULATIONS OF CHAUNCY-HALL SCHOOL, BOSTON.

The following Regulations of one of the best conducted Private Schools for Boys in New England, will furnish useful hints to teachers in framing regulations for their own schools, especially in reference to the *good behavior* of the pupils, and to the care of the school-room, furniture, &c.

REQUISITION.

Boys are required to be punctual at school.

To scrape their feet on the scraper, and to wipe them on every mat they pass over on their way to the hall.

To hang their hats, caps, coats, &c., on the hooks appropriated to them respectively, by loops prepared for the purpose.

To bow gracefully and respectfully on entering and leaving the hall, and any recitation room when a teacher is present.

To take their places on entering the hall.

To make no unnecessary noise within the walls of the building, at any time of night or day.

To keep their persons, clothes, and shoes clean.

To carry and bring their books for study, in a satchel.

To quit the neighborhood of the school in a quiet and orderly manner, immediately after dismissal.

To bring notes for absence, dated, and signed by persons authorized to do so, and stating the duration of the absence; also, notes for tardiness, and for occasions when pupils are wanted at home before the regular hour of dismissal.

To study lessons at home, except when inconvenient to the family—in such cases to bring a certificate of the fact in writing.

To present a pen by the feather end; a knife, by its handle; a book, the right side upward to be read by the person receiving it.

To bow on presenting or receiving any thing.

To stand while speaking to a teacher.

To keep all books clean, and the contents of desks neatly arranged.

To deposite in desks all books (except writing books,) slates, pencils, rulers, &c., before dismissal.

To give notice through the school Post Office, of all books, slates, &c., missing.

To pick up hats, caps, coats, pens, slips, books, &c., found on the floor, and put them in their appropriate places.

To replace lost keys, books, &c., belonging to the school, and make good all damage done by them.

To write all requests on their slates, and wait until called.

To close desks and fasten them before quitting school for the session.

To raise the hand as a request to speak across the hall or any recitation room.

To show two fingers when a pen is wanted.

To put all refuse paper, stumps of pens, &c., in the dust box.

To be accountable for the condition of the floor nearest their own seats.

To fill all vacant time with ciphering, as a general occupation; and to give notice to the teacher, before dismissal, in case of omitting the exercise wholly on any day.

To be particularly vigilant, when no teacher is in the hall.

To promote as far as possible, the happiness, comfort, and improvement of others.

To follow every class-mate while reading, and correct all errors discovered in pronunciation, emphasis, or inflection.

To point the fore finger of the left hand, at each letter or figure of the slip of copy, while writing, and the feather of the pen towards the right shoulder.

To keep the writing book square in front.

To rest the body on the left arm, while spelling, and keep the eye directed towards their own slates.

To sit erectly against the back of the chairs, during the singing lessons, and to direct their attention to the instructor.

Transferrers to show reports finished as early in the week as 3 o'clock on Tuesday, P. M.

PROHIBITIONS.

Boys are forbidden to buy or sell, borrow or lend, give, take, or exchange, any thing, except fruit or other eatables, without the teacher's permission.

To read any book in school except such as contain the reading lesson of his class.

To have in his possession at school any book without the teacher's knowledge. To throw pens, paper, or any thing whatever on the floor, or out at a window or door.

To go out to play with his class when he has had a *deviation*.

To spit on the floor.

To climb on any fence, railing, ladder, &c., about the school-house.

To scrawl on, blot, or mark slips.

To mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile, any portion of the building or any thing connected with it.

To take out an inkstand, meddle with the contents of another's desk, or unnecessarily open or shut his own.

To write without using a card and wiper.

To quit school without having finished his copy.

To use a knife, except on the conditions prescribed.

To remove class lists from their depositories.

To meddle with ink unnecessarily.

To study *home* lessons in school hours.

To leave the hall at any time without leave.

To pass noisily, or upon the run, from one room to another, or through the entries.

To visit the office, furnace room, or any closet or teacher's room, except in class, without a written *permit*.

To play at *paw paw* any where, or any game within the building.

To play in the play-ground before school.

To leave whittlings or other rubbish in the play-ground, on the side-walk, or around the building.

To go out of the play-ground in school hours.

To carry out his pen on his ear.

To use any profane or indelicate language.

To nick-name any person.

To press his knees, in sitting, against a form.

To leave his seat for any purpose, but to receive class instruction.

To go home, when deficient, without having answered to his name.

To indulge in eating or drinking in school.

To go out in class, after having been out singly; or going out singly, to linger below to play.

To waste school hours by unnecessary talking, laughing, playing, idling, standing up, turning round, teasing, or otherwise calling off the attention of another boy.

To throw stones, snow-balls, or other missiles about the neighborhood of the school.

To bring bats, *hockey* sticks, bows and arrows, or other dangerous play-things to school.

To visit a privy in company with any one.

To strike, kick, push, or otherwise annoy his associates or others.

In fine, to do any thing that the law of love forbids—that law which requires us to do to others as we would think it right that they should do to us.

These regulations are not stated according to their relative importance, but as they have been adopted or called to mind. They are intended to meet general circumstances, but may be waived in cases of necessity, by special permission, obtained in the prescribed mode.

DEDICATORY EXERCISES.

The opening of a new school-house is an occasion which well deserves a public and joyful commemoration. Out of it are to be the issues of life to the community in the midst of which it stands, and like the river seen in the vision of the prophet, which nourished all along its banks trees whose leaves were for the healing of the nations, the well-spring of all its influences should be a spot consecrated by religion. In prayer, and in praise to the Giver of all good, and the Author of all being,—in song, and hymn and anthem, and in addresses, from those whose position in society will command the highest respect for any object in whose behalf they may speak, and in the presence of all classes of the community, of pupils, and teachers, of fathers and mothers, of the old and young,—the school-house should be set apart to the sacred purpose of the physical, intellectual and moral culture of the children who will be gathered within its walls. We rejoice to see that these occasions are thus improved, and that so many of our most distinguished teachers, scholars and statesmen take part in the exercises. We have before us a large number of addresses, at once eloquent and practical, which have been delivered at the opening of new school-houses, and we shall select a few, not for their superiority to the rest, but as specimens of the manner in which topics appropriate to the occasion are introduced, and as fitting testimony to the importance of SCHOOL ARCHITECTURE.

SCHOOL CELEBRATION AT SALEM, MASS.

On the first of March, 1842, the occasion of occupying several new school-houses, was marked by a variety of interesting exercises, an account of which will be found in the Common School Journal for that year. We copy the addresses of Mr. George B. Emerson, and of G. F. Thayer.

Mr. Emerson said,—

"I congratulate you, my young friends, on this happy event. This pleasant day is like a smile of Heaven upon this occasion; and I believe Heaven always smiles on events like this. Many of us whom you see here have come from a distance, on the invitation of your excellent friend the Mayor, to show the interest which we feel in you, and in what has been done here for your improvement. We have taken great pleasure in looking over the buildings prepared for your use, the admirable arrangements and apparatus, so much superior to what is usually enjoyed by children in your position. We have been pleased to hear of the faithful teachers that are provided for you, and the excellent plan of your studies, and the excellent regulations.

Your fathers and friends have spared no pains to furnish you with all the best means and opportunities for learning. They now look to you to do your part. All that they have done will be of no avail, unless you are excited to exert yourselves,—to prove yourselves worthy of these great advantages.

I was gratified, in looking over the regulations, to see the course marked out for you,—to see the stress laid upon the great substantial of a good education,—to see the prominent place given to that most useful art, that

most graceful accomplishment, *reading*. You cannot, my young friends, realize the great and manifold advantages of gaining, now, in the beginning of your life, familiarly and perfectly, the single power of reading distinctly, naturally, intelligently, with taste and interest,—and of acquiring a *love* for reading. There is no situation in life, in which it will not prove to you a source of the purest pleasure and highest improvement.

For many years, and many times in a year, I have passed by the shop of a diligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day, you may see him at his work, or chatting with his neighbors. At night, he sits down in his parlor, by his quiet fireside, and enjoys the company of his friends. And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Grenada, and the adventurous voyage of Columbus, or the Legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood for poetry, his neighbor Washington Allston, the great painter, steps in and tells him a story,—and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes, with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his *two years before the mast*. Or, if this mechanic is in a speculative mood, Professor Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the flood and before; or Professor Espy tries to show him how to predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel from across the ocean, and he comes and sits down and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night. Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and, as he sang almost three thousand years ago among the Grecian isles, sings the war of Troy or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small garden-house in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed;—and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbors in Boston lately strove in vain to see,—Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport,

and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neighbor of his, who had in his early years the same advantages, but who did not improve them;—who never gained this love of reading, and who now, in consequence, instead of living this happy and desirable life, wastes his evenings in low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead? They are both before you.

Some of you, perhaps, are looking forward to the life of a farmer,—a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer's frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them; for he is a lover of trees, and so am I; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and their uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very entertaining and instructive ones; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

On the other side of Boston, down by the coast, lived, a few years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm and garden in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed that he was heartily tired of it, and that he longed to go back to Boston. I found that he knew nothing about his trees, of which he had many fine ones,—for it was an old place he had bought,—nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardener, or plough the field for his ploughman. He went from country to town and from town to country, and died, at last, weary and sick of life. Yet he was a kind man, and might have been a happy one but for a single misfortune; he had not learned to enjoy reading. The love of reading is a blessing in any pursuit, in any course of life;—not less to the merchant and sailor than to the mechanic and farmer. What was it but a love of reading which made of a merchant's apprentice, a man whom many of you have seen and all have heard of, the truly great and learned Bowditch?

Our friends the young ladies may not think this which I have said exactly suited to them. But to you, my young friends, even more than to your brothers, it is important now to acquire a talent for reading well, and a taste for reading. I say *more important*, for, looking forward to the future, you will need it more than they. They are more independent of this resource. They have their shops, and farms, and counting-houses to go to. They are daily on change. They go abroad on the ocean. The sphere of woman, her place of honor, is home, her own fireside, the cares of her own family. A well-educated woman is a sun in this sphere,

shedding around her the light of intelligence, the warmth of love and happiness.

And by a well-educated woman I do not mean merely one who has acquired ancient and foreign languages, or curious or striking accomplishments. I mean a woman who, having left school with a firmly-fixed love of reading, has employed the golden leisure of her youth in reading the best English books, such as shall prepare her for her duties. All the best books ever written are in English, either original or translated; and in this richest and best literature of the world she may find enough to prepare her for all the duties and relations of life. The mere talent of reading well, simply, gracefully,—what a beautiful accomplishment it is in woman! How many weary and otherwise heavy hours have I had charmed into pleasure by this talent in a female friend. But I speak of the higher acquisition, the natural and usual consequence of this, a taste for reading. This will give a woman a world of resources.

It gives her the oracles of God. These will be ever near her;—nearest to her hand when she wakes, and last from her hand when she retires to sleep. And what stores of wisdom, for this world and for a higher, will she gain from this volume! This will enable her to form her own character and the hearts of her children. Almost every distinguished man has confessed his obligations to his mother. To her is committed the whole formation of the character,—mind, heart, and body, at the most important period of life. How necessary, then, is it that she should possess a knowledge of the laws of the body and the mind! and how can she get it but by reading? If you gain only this, what an unspeakable blessing will your education be to you!

I need not, my young friends, speak of the other acquisitions you may make,—of writing, which places friends in the remotest parts of the world side by side,—or of calculation, the very basis of justice and honesty.

The acquisitions you may make will depend chiefly on yourselves. You will find your teachers ready to lead you on to higher studies whenever you are prepared to go.

These excellent establishments are emphatically yours. They are raised for your good; and, as we your seniors pass away,—and in a few years we shall have passed,—these buildings will become your property, and your children will fill the seats you now occupy. Consider them yours, then, to enjoy and profit by, but not yours to waste. Let it be your pride to preserve them uninjured, unmarred by the mischievous knives and pencils of vulgar children. Unite for this purpose. Consider an injury done to these buildings as an injury done to yourselves.

There is another thing which will depend on you, of more importance than any I have spoken of. I mean the tone of character which shall prevail in these schools. Your teachers will be happy to treat you as high-minded and generous children. Show that you can be so treated; that you are such.

Let me congratulate you upon the happy auspices of the name of him under whom, with the zealous co-operation of enlightened and patriotic associates, this momentous change in your school system has been effected,—a name which is borne by the oldest and best school in New Hampshire, and by one of the oldest and best in Massachusetts. It will depend upon you, my friends, to make the schools of Salem, equally, or still more distinguished, among those of the State."

Mr. Thayer said,—

Children: I did not expect that I should have the privilege of addressing you, on this most joyful occasion; for it was not till I met your respected Mayor, an hour ago, at the beautiful school-house we have just

left, that I received an invitation to do so. You will not, therefore, anticipate a studied discourse, or any thing particularly interesting. Devoted, however, as my life is, and has long been, to the instruction and guidance of the young in no inconsiderable numbers, I shall, without further preface, imagine myself in the midst of my own school, and talk familiarly to you as I would, and do, to them.

And allow me to add my congratulations to those of your other friends, for the ample, beautiful, and convenient arrangements that have been made for you, in the school-houses of this city; and especially in the new one we have just examined. I can assure you, it is superior in almost every respect to any public school-house in New England, if not in the United States. It, with others in the city, has cost your fathers and friends a great deal of money, which they have cheerfully expended as a means of making you wise and good. But you have incurred a great debt to them, which you can never repay while you are children, but must endeavor to do it to your children, when you shall become men and women, and take the place of your parents in the world. But before that period, you can do something. Now, immediately on entering upon the enjoyment of the precious privileges extended to you, you can acknowledge the debt, evince the gratitude you feel, not by words, but deeds;—by, (to use an expression well understood by all children,) ‘*being good.*’ Yes,—by ‘*being good and doing good*;’—by obedience to parents and teachers; by kindness to brothers and sisters, and all your young friends and companions; by fidelity in duty, at home and at school; by the practice of honesty and truth at all times; by refraining from the use of profane and indecent language; by keeping the mind and heart free from every thing impure. These are the means in your own hands. Fail not to use them; and although they will in fact be merely an acknowledgment of your obligation for the boon you possess, your friends will consider themselves well repaid for all they have done for you. It is from such conduct that the teacher’s, as well as the father’s, richest reward and highest satisfaction are derived. To see the beloved objects of our care and instruction appreciating our labors, and improving in all that is good and useful, under our management, affords the greatest happiness, lightens the heavy load of toil, relieves the aching head, and revives the fainting spirit.

There is, however, one great danger to which you,—to which all the young,—are especially exposed. I mean the influence of bad example. Example is omnipotent. Its force is irresistible to most minds. We are all swayed more or less, by others. Others are swayed by us. And this process is continually going on, even though we are entirely unconscious of it ourselves. Hence we see the importance of choosing good companions, and flying from the bad. Unless this is done, it will be in vain for your friends to give you wise counsel, or for you to form good resolutions. ‘Who can touch pitch and be clean?’ You will resemble those with whom you associate. You will catch their words, their manners, their habits. Are they pure, you will be pure. Are they depraved, they will corrupt you. Be it a rule with you, then, to avoid those who are addicted to practices that you would be unwilling your most respected friends should know, and regulate your own conduct by the same standard.

I would particularly caution you against *beginnings*. It is the *first step* that is the dangerous one; since it is obvious that, if you were to ascend the highest mountain, it could only be done by a step at a time, and if the first were not taken, the summit could never be reached. But, once successfully accomplished, the next follows as a matter of course. And equally and fatally sure is the *downward* track to crime and misery! If we suffer ourselves to be drawn in *that* direction, what human power can

save us from destruction? This danger, too, is increased by the feeling of security we indulge, when we say, 'It is only a *little* thing; we shall never commit any great fault;'—not remembering that nothing stands still in life, in character, any more than in the material universe. We must be going forward or backward; up, towards improvement and glory,—or down, towards infamy and woe! Every thing accumulates, according to its kind; though it begins small, like the snowball you hold in your hand, it becomes, as you roll it on the ground before you, larger at every revolution, till, at last, it is beyond your power to move it at all.

I will illustrate this by a sad case which has recently occurred in Boston. But first, I wish to interest you in something of an agreeable nature, in connection with the faithful performance of duty.

I have spoken of some things that you should do, to show your sense of the benefits which have been conferred upon you, and I should like to dwell on each one of them separately; but I shall have time only to speak of one. It is, however, among the most important. I allude to *speaking the truth*,—the most substantial foundation of moral character. It has innumerable advantages, one of which is strikingly exhibited in the following story:—

Petrarch, an eminent Italian poet, who lived about five hundred years ago, secured the confidence and friendship of Cardinal Colonna, in whose family he resided in his youth, by his candor and strict regard to truth.

A violent quarrel had occurred in the family of this nobleman, which was carried so far, that resort was had to arms. The cardinal wished to know the foundation of the affair; and, calling all his people before him, he required each one to bind himself by a solemn oath, on the Gospels, to declare the whole truth. None were exempt. Even the cardinal's brother submitted to it. Petrarch, in his turn, presenting himself to take the oath, the cardinal closed the book, and said, '*As for you, Petrarch, your word is sufficient!*'

What more delightful reward could have been presented to the feelings of the noble youth than this, from his friend, his master, and one of the highest dignitaries of the church? Nothing but the peaceful whispers of his own conscience, or the approbation of his Maker, could have given him more heart-felt satisfaction. Who among you would not be a Petrarch? and, in this respect, which of you could not?

While, then, I would hold up for imitation this beautiful example, I would present a contrast as a warning to you.

There is now confined in the Boston jail a boy of fourteen years of age, who, for the previous six years, had been sinking deeper and deeper into vice and crime, until last October, when he was convicted, and sentenced to two years' confinement within the cold damp cell of a gloomy prison, for aggravated theft. In his own written account of his life, which I have seen, he says that he began his wretched course by playing truant from school. His second step was *lying*, to conceal it. Idle, and destitute of any fixed purpose, he fell in company with others, guilty like himself, of whom he learned to steal, and to use indecent and profane language. He sought the worst boys he could find. He became a gambler, a frequenter of the circus and the theatre, and engaged in various other corrupt and sinful practices. At length, becoming bold in his dishonesty, he robbed the post-office of letters containing very considerable sums of money, and was soon detected and condemned. If you were to visit that abode of misery, you might often see the boy's broken-hearted mother, weeping, and sobbing, and groaning, at the iron grating of his solitary cell, as if she would sink on the flinty floor, and die! 'And all this,' (to use the boy's own words,) 'comes from playing truant!'

Look, then, my young friends, on these two pictures,—both taken from life.—and tell me which you like best; and which of the two characters

you propose to imitate. Will you be young Petrarchs, or will you adopt the course of the unfortunate boy in Boston jail? They are both before you. If you would be like the former, *begin right*. Resist temptation to wrong-doing, with all your might. Let no one entice you from the way which conscience points out.

DEDICATION OF THE PUBLIC HIGH SCHOOL IN CAMBRIDGE, MASS.

After appropriate introductory addresses by the School Committee and Mayor of Cambridge, Hon. Edward Everett, President of Harvard College, responded to an invitation to address the audience, as follows:—

May it please your Honor:—

Connected as I am with another place of education, of a kind which is commonly regarded as of a higher order, it is precisely in that connection, that I learn to feel and appreciate the importance of good schools. I am not so ignorant of the history of our fathers, as not to know, that the spirit, which founded and fostered Harvard College, is the spirit which has founded and upheld and will continue to support and cherish the schools of New England. I know well, sir, that Universities and Colleges can neither flourish nor even stand alone. You might as well attempt to build your second and third stories in the air, without a first floor or a basement, as to have collegiate institutions without good schools for preparatory education, and for the diffusion of general information throughout the community. If the day should ever come, which I do not fear in our beloved country, when this general education shall be neglected and these preparatory institutions allowed to perish;—if the day should ever come (of which I have no apprehension) when the schools of New England shall go down, depend upon it, sir, the colleges will go with them. It will be with them, as it was with the granite warehouses, the day before yesterday in Federal street, in Boston; if the piers at the foundation give way, the upper stories will come down in one undistinguished ruin.

I anticipate no such disaster, Mr. Mayor, though it must be admitted that we live in an age of revolutions, of which every steamer brings us some fresh and astonishing account. But our revolutions are of a more auspicious character, and it occurred to me as I was coming down with your worthy associate (Mr. Whitney,) and your respected predecessor (Mr. Green,) to whom we have just listened with so much pleasure, that we were traversing a region, in which a more important revolution commenced no very long time since, and is still in progress,—far more important for us and our children,—than any of those which have lately convulsed the continent of Europe. I do not now refer to the great political and historical events of which this neighborhood was the theatre; of which the monuments are in sight from these windows, but to a revolution quiet and silent in its origin and progress, unostentatious in outward manifestations, but imparting greater change and warranting brighter hopes for most of those who hear me,—for our young friends before us,—than any of the most startling events that stare upon us in capitals in the columns of the newspapers, after every arrival from Europe. The Reverend Mr. Stearns has beautifully sketched some of the most important features of this peaceful revolution.

When I entered college, Mr. Mayor, (and I believe I shall not tell the audience quite how many years ago that is; you can do it, sir, but I will thank you not to,) there were a few straggling houses, shops, and taverns along the Main street at Cambridgeport. All back of this street to the north, and I believe almost all south of it to the river,—the entire district,

in the centre of which we are now assembled, was in a state of nature; pretty equally divided between barren pasturage, salt-marsh, and what I must admit had no mean attraction for us freshmen, whortleberry swamp. Not one of the high roads had been cut, which now traverse the plain between Main street and the old road to Charlestown. East Cambridge did not exist even in the surveyor's imagination. There was not a church nor a public school east of Dr. Holmes' and Old Cambridge Common; and if any one had prophesied that within forty years a population like this would cover the soil,—with its streets and houses, and gardens, its numerous school-houses and churches, its conservatories breathing all the sweets of the tropics, its private libraries equal to the choicest in the land, and all the other appendages of a high civilization, he would have been set down as a visionary indeed. But this change, this revolution has taken place even within the life time of the venerable lady (Mrs. Merriam) introduced to us in such a pleasing manner by Mr. Stearns; and we are assembled this morning to take a respectful notice of what may be called its crowning incident, the opening of a High School in that primitive whortleberry swamp. I believe I do not over-state matters when I say, that no more important event than this is likely to occur, in the course of the lives of many of those here assembled. As far as our interests are concerned, all the revolutions in Europe multiplied tenfold are nothing to it. No, sir, not if the north were again to pour forth its myriads on central and southern Europe and break up the existing governments and states into one general wreck, it would not be an article of intelligence at all so important to us as the opening of a new school. No, my young friends, this is a day which may give an auspicious turn to your whole career in life; may affect your best interests not merely for time but for eternity.

There is certainly nothing in which the rapid progress of the country is more distinctly marked than its schools. It is not merely their multiplication in numbers, but their improvement as places of education. A school forty years ago was a very different affair from what it is now. The meaning of the word is changed. A little reading, writing, and ciphering, a very little grammar; and for those destined for college, a little Latin and Greek, very indifferently taught, were all we got at a common town school in my day. The range was narrow; the instruction superficial. In our modern school system, taking it as a whole composed of its several parts in due gradation,—viz. the primary, the district, and the High School,—the fortunate pupil not only enjoys a very thorough course of instruction in the elementary branches, but gets a good foundation in French, a good preparation for college, if he desires it, according to the present advanced standard of requirement; a general acquaintance with the applied mathematics, the elements of natural philosophy, some suitable information as to the form of government and political system under which we live, and no inconsiderable practice in the noble arts of writing and speaking our mother tongue.

It might seem, at first, that this is too wide a circle for a school. But the experience of our well conducted schools has abundantly shown that it is not too extensive. With faithful and competent teachers and willing and hearty learners, all the branches I have named and others I have passed over can be attended to with advantage, between the ages of four and sixteen.

Such being the case, our School Committees have done no more than their duty, in prescribing this extensive course and furnishing to master and pupils the means of pursuing it. I cannot tell you, sir, how much I have been gratified at hastily looking into the alcove behind us. As I stepped into it this morning, Mr. Smith, the intelligent master of the school, pointed out to me the beautiful electrical machine behind the door

with the just remark that my venerable predecessor, President Dunster, would not have known what it was. No, sir, nor would the most eminent philosopher in the world before the time of Franklin. Lord Bacon would not have known what it was, nor Sir Isaac Newton. Mr. Smith reminded me of the notion of Cotton Mather (one of the most learned men of his day,) that lightning proceeded from the Prince of the Power of the Air, by which he accounted for the fact that it was so apt to strike the spires of churches. Cotton Mather would have come nearer the truth, if he had called it a shining manifestation of the power and skill, by which the Great Author of the Universe works out some of the mighty miracles of creation and nature. And only think, sir, that these newly discovered mysteries of the material world, unknown to the profoundest sages of elder days, are so effectually brought down to the reach of common schools in our day, that these young friends, before they are finally dismissed from these walls, will be made acquainted with not a few of the wonderful properties of the subtle element, evolved and condensed by that machine, and which recent science has taught to be but different forms of one principle, whether it flame across the heavens in the midnight storm, or guide the mariner across the pathless ocean;—or leap from city to city across the continent as swiftly as the thought of which it is the vehicle; and which I almost venture to predict, before some here present shall taste of death, will, by some still more sublime generalization, be identified with the yet hidden principle which thrills through the nerves of animated beings, and binds life to matter, by the ties of sensation.

But while you do well, sir, in your High School to make provision for these advanced studies, I know that as long as it remains under your instruction, the plain elementary branches will not be undervalued. There is perhaps a tendency in that direction in some of our modern schools; I venture to hope it will not be encouraged here. I know it is not to be the province of this school to teach the elements; but I am sure you will show that you entertain sound views of their importance. I hold, sir, that to read the English language well, that is with intelligence, feeling, spirit, and effect;—to write with dispatch, a neat, handsome, legible hand, (for it is after all, a great object in writing to have others able to read what you write,) and to be master of the four rules of arithmetic, so as to dispose at once with accuracy of every question of figures which comes up in practical life:—I say I call this a good education; and if you add the ability to write pure grammatical English, with the help of very few hard words, I regard it as an excellent education. These are the tools; you can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little natural philosophy, and a little mental philosophy, a little physiology and a little geology, and all the other *ologies and osophies*, are but ostentatious rubbish.

There is certainly no country in the world in which so much money is paid for schooling as in ours. This can be proved by figures. I believe there is no country where the common schools are so good. But they may be improved. It is not enough to erect commodious school-houses; or compensate able teachers, and then leave them, masters and pupils, to themselves. A school is not a clock which you can wind up and then leave it to go of itself. It is an organized living body: it has sensibilities; it craves sympathy. You must not leave the School Committee to do all the work. Your teachers want the active countenance of the whole body of parents, of the whole intelligent community. I am sure you, Mr. Smith, would gladly put up with a little injudicious interference in single cases, if you could have the active sympathies of the whole body of parents to fall back upon in delicate and difficult cases, and to support and cheer you under the burthen of your labors, from day to day. I think

this matter deserves more attention than it has received; and if so small a number as thirty parents would agree together, to come to the school, some one of them, each in his turn, but once a month, or rather if but 25 or 26 would do it, it would give your teacher the support and countenance of a parent's presence every day; at a cost to each individual of ten or eleven days in the year. Would not the good to be effected be worth the sacrifice?

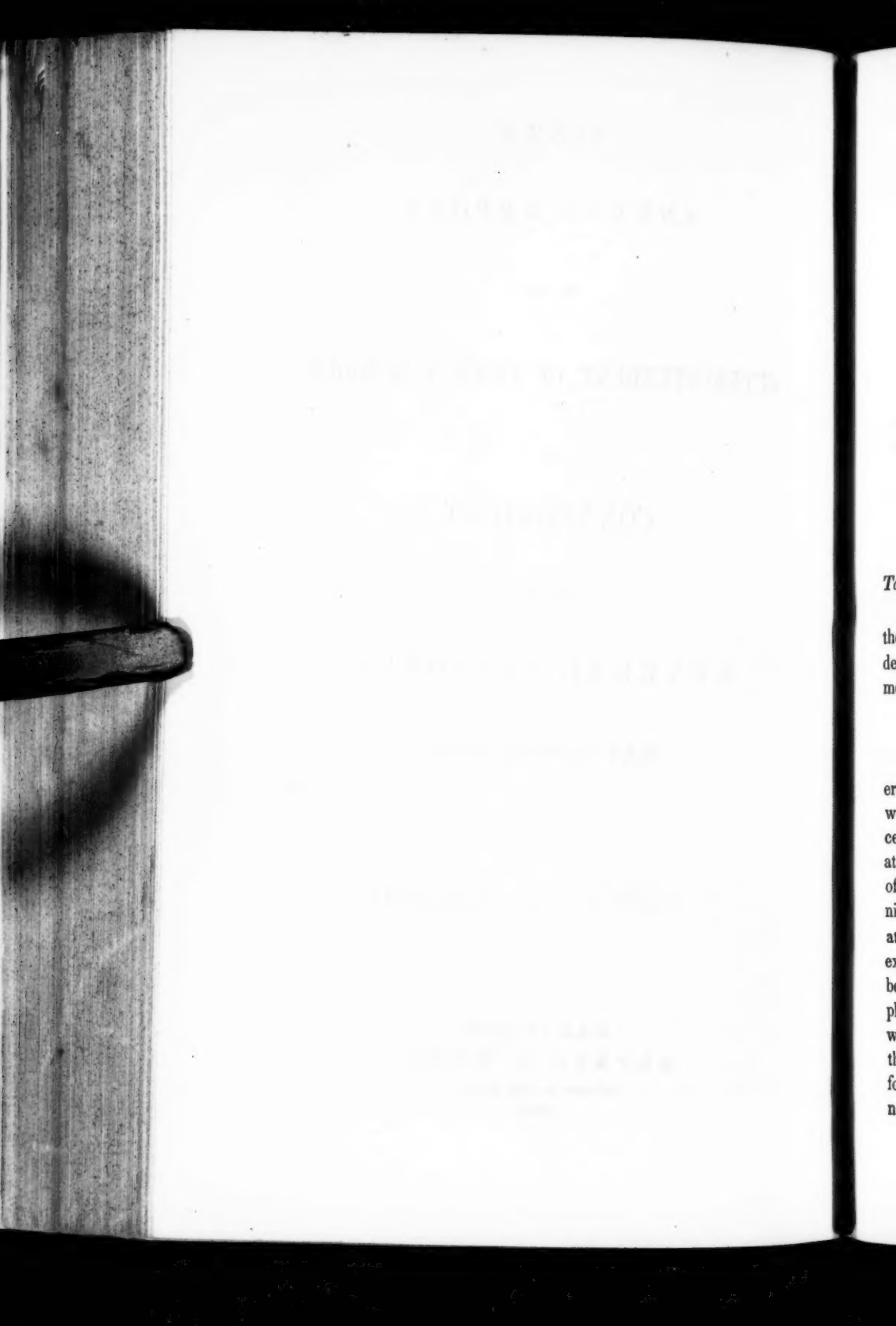
I have already spoken too long, Mr. Mayor, and will allude to but one other topic. In most things, as I have said, connected with education, we are incalculably in advance of other days:—in some, perhaps, we have fallen below their standard. I know, sir, old men are apt to make unfavorable contrasts between the present time and the past; and if I do not soon begin to place myself in that class, others will do it for me. But I really think that in some things, belonging, perhaps, it will be thought, to the minor morals, the present promising generation of youth might learn something of their grandfathers, if not their fathers. When I first went to a village school, sir, I remember it as yesterday;—I seem still to hold by one hand for protection, (I was of the valiant age of three years) to an elder sister's apron;—with the other I grasped my primer, a volume of about two and a half inches in length, which formed then the sum total of my library, and which had lost the blue paper cover from one corner, (my first misfortune in life;) I say it was the practice then, as we were trudging along to school, to draw up by the road-side, if a traveller, a stranger, or a person in years, passed along, "and make our manners," as it was called. The little girls courtesied, the boys made a bow; it was not done with much grace, I suppose: but there was a civility and decency about it, which did the children good, and produced a pleasing impression on those who witnessed it. The age of village chivalry is past, never to return. These manners belong to a forgotten order of things. They are too precise and rigorous for this enlightened age. I sometimes fear the pendulum has swung too far in the opposite extreme. Last winter I was driving into town in a carriage closed behind, but open in front. There was in company with me, the Rev. President Woods, of Bowdoin College, Maine, and that distinguished philanthropist and excellent citizen, Mr. Amos Lawrence. Well, sir, we happened to pass a school-house, just as the boys (to use the common expression) were "let out." I suppose the little men had just been taught within doors something about the laws, which regulate the course of projectiles, and determine the curves in which they move. Intent on a practical demonstration, and tempted by the convenient material, I must say they put in motion a quantity of spherical bodies, in the shape of snow balls, which brought the doctrine quite home to us wayfarers, and made it wonderful that we got off with no serious inconvenience, which was happily the case. This I thought was an instance of free and easy manners, verging to the opposite extreme of the old fashioned courtesy, which I have just described. I am quite sure that the boys of this school would be the last to indulge an experiment attended with so much risk to the heads of innocent third persons.

Nothing remains, sir, but to add my best wishes for teachers and pupils;—You are both commencing under the happiest auspices. When I consider that there is not one of you, my young friends, who does not enjoy gratuitously the opportunity of obtaining a better school education, than we could have bought, Mr. Mayor, when we were boys, with the wealth of the Indies, I cannot but think that each one of you, boys and girls, will be ready to say with grateful hearts, the lines have fallen to me in pleasant places; yea, I have a goodly heritage.

SIXTH
ANNUAL REPORT
OF THE
SUPERINTENDENT OF COMMON SCHOOLS
OF
CONNECTICUT,
TO THE
GENERAL ASSEMBLY.
MAY SESSION, 1851.

BY ORDER OF THE LEGISLATURE.

HARTFORD:
ALFRED E. BURR,
PRINTER TO THE HOUSE.
1851.



REPORT
OF THE
SUPERINTENDENT OF COMMON SCHOOLS,
FOR 1851.

To the General Assembly of the State of Connecticut.

THE Superintendent of Common Schools submits herewith the Annual Report required by law of the operations of his department, and of the condition and improvement of the Common Schools of the State, for the year ending May, 1851.

TEACHER'S INSTITUTES.

During the year fourteen Institutes or Conventions of Teachers have been held in different parts of the State—six more than were required by law, and for which no pecuniary aid was received from the State. The aggregate number of persons attending the several Institutes was about twelve hundred. One of these Institutes was held at Willimantic this spring, with ninety members. The success of this Institute, both as to the attendance of teachers, and the local interest manifested in the exercises, demonstrate clearly that the Superintendent should be at liberty to appoint and hold as many Institutes, and at such places, and at such periods of the year, as he shall deem best, without regard to county lines or particular months, provided that he has reasonable assurance of the attendance of at least forty teachers, and provided the expense of each Institute should not exceed fifty dollars to the State. The appropriation now

made is altogether inadequate, thereby imposing a heavy pecuniary burden on the Superintendent, and subjecting other individuals to large sacrifices of time for the common benefit of the schools of the State. With an outlay of \$400, paid by the State, the undersigned held as many Institutes as was held in a neighboring State with \$2000 at the disposal of the officer authorized to hold them.

A particular account of several of the Institutes, with a list of the members, will be found in the Appendix.

EDUCATIONAL LECTURES.

In pursuance of a suggestion made in my last annual report, and of a resolution of the General Assembly in May, 1851, I commenced last autumn, a series of meetings of such persons as were disposed to come together on public notice in different sections of the State, for familiar and practical addresses and discussions on topics connected with the organization and administration of the school system, and of the classification, instruction, and discipline of public schools. To aid me in the plan of reaching every school society, I secured the services of Mr. Storrs Hall for Fairfield County, of Rev. Albert Smith for Tolland County, of Rev. E. B. Huntington for Windham County, of Mr. Thomas K. Beecher for Litchfield County, of Rev. T. D. P. Stone, Prof. Camp, and Mr. Wm. S. Baker for Hartford and New Haven Counties. With the coöperation of these gentlemen, all of them successful teachers, and most of them with much experience as school officers, more than two hundred addresses have been delivered in different sections of the State, and in at least one hundred School Societies. But for the failure of my health, and the temporary suspension of all official labors, I should have secured the delivery of at least one address in every School Society. The expense of this movement, by the resolution of the General Assembly, was limited to three dollars for each Society visited, a sum barely sufficient to meet the traveling expenses of the persons employed. For this trifling expenditure, an impulse of a most salutary and far reaching character has been given to the cause of school improvement, and the results are even now showing themselves in the actions of school districts, officers and teachers. In the

course of the following year the enterprise will be carried forward until at least one meeting has been held in each School Society.

In pursuing this plan of operation, the Superintendent aimed to secure not only an address on topics connected with the condition and improvement of Common Schools, but to illustrate in a limited and an imperfect manner, some of the advantages of a system of county inspection, and of a plan of reports which shall present the comparative standing of the schools of several societies. With this end in view, the gentlemen above named were requested to visit at least two schools in each society, in which an address was delivered, and after going through the circuit arranged, to present a report of their doings, and the results of their observations and inquiries. Their reports, with some remarks by the Superintendent, a brief view of a plan of county inspection, and of the examination and induction of teachers into the profession, will be found in the Appendix. To these reports the particular attention of the Legislature is invited, as exhibiting the condition of the schools from a more independent and higher point of view, than the visitors of the schools of only one society can possibly give.

EDUCATIONAL PUBLICATIONS.

In pursuance of a Resolution of the last General Assembly, I have commenced the preparation and publication of a series of Essays, in which the most important topics of school organization and instruction shall be discussed with more fullness and thoroughness than can be done in the annual reports of this department.

The first of the series is devoted to "Practical Illustrations of the Principles of School Architecture." The essay embraces an exposure of common errors in the location, construction and furniture of school houses, as they have heretofore been generally built in this State, according to the testimony of school visitors in two hundred and seventeen school societies; and a discussion of the purposes to be answered, and the principles to be observed, in structures of this kind, illustrated by one hundred and fifty wood cuts of plans of buildings designed

for schools of different grades, for a large and a small number of scholars, and fitted up in different styles of furniture. It also contains an exposition of the principles of classification as applied to the schools of a village, and for two or more populous districts, and the advantages of a Public High School for the older scholars of a district, school society or town. The expense of publishing three thousand copies of this essay, including the first cost of illustrations, will exceed one thousand dollars, towards which the State have been called upon to contribute less than one-fifth. A copy of this essay will be distributed to each member of the General Assembly.

NORMAL SCHOOLS IN THE UNITED STATES.

The second essay in this series, presents a history of the efforts put forth in different states, to establish Normal Schools and other means and agencies for the professional education of teachers, with an account of the best institutions now in operation in this country. While it presents the experience of each State, and institution, it also contains in the form of reports, addresses and other documents, the ablest arguments which have been addressed to the public on the necessity and importance of special preparation for the duties and labors of a school room. This essay embraces 224 pages. An edition of three thousand copies has been printed, but as the conditions set forth in the Resolution of the General Assembly have not as yet been complied with, no aid has been received from the State.

NORMAL SCHOOLS IN EUROPE.

In continuation of the original plan of publication, and especially for the purpose of presenting a complete view of the great subject partially presented in the foregoing essay, a volume was prepared to embody everything of practical value in the experience of Germany and other European States in the organization and administration of systems of public instruction, and especially of all institutions and agencies for the thorough professional education and progressive improvement of teachers of elementary schools. This last publication does not constitute a part of the series provided for in part by the Legis-

lature, and is mentioned in this communication, because the Superintendent believes that the information it contains can be made available in improving our system of Common Schools. Its value does not consist in its conveying the speculations or limited experience of the author, but the matured views and varied experience of wise statesmen, educators and teachers, through a succession of years, and under the most diverse circumstances of government, society and religion. It is believed that every teacher, and every school officer, who will peruse these pages with any degree of attention, can gain valuable hints and reliable information, as to the experience of States and Institutions, which can be turned to good account in his own school, and in his own sphere of administrative duty.

The range of topics discussed in these publications, can be readily seen by consulting the table of contents of each, which are appended to this document.

GENERAL SUPERVISION.

In addition to the labors above enumerated, I have had during the year more than the usual number and variety of applications, personal and written, for advice or assistance in matters relating to the forfeitures of public money,—the interpretation of the school law,—the manner of holding district meetings, and especially in laying and collecting a district tax and rate bill—the building and repairing of school houses, including the best modes of ventilating, warming and seating the same—the finding of good teachers for districts willing to pay a reasonable compensation, and districts for teachers well qualified for their work—the reorganization and improvement of schools in large villages and cities—the making of regulations respecting the management, studies, books, classification and discipline of schools—the quieting of local difficulties, or misunderstandings which have grown up out of the location or building of school-houses, or the employment of suitable teachers—the contemplated misapplication of school money to purposes not authorized by law, and other matters relating to the wide circle of powers and duties appertaining to school societies and districts, to school officers and teachers. In the midst of these multiplied

and various calls on my pen and voice and time, my health gave way, and I was obliged to suspend my labors, and find relief in a temporary absence of some weeks from my office and the State. During this absence, there has been a large accumulation of letters, which I have not since my return found time to answer, and for this apparent neglect this statement has been made in explanation.

STATE NORMAL SCHOOL.

My duties as Superintendent, have been so numerous and so pressing, that I have not yet been able to take any part in the direct instruction and management of the school. These duties have been devolved by the Trustees on the Rev. T. D. P. Stone, the Associate Principal, and Prof. D. N. Camp. Under their care and the coöperation of Prof. Guion, and the female teachers associated with him in the Schools of Practice, the institution is demonstrating its own usefulness in the great work of training up teachers for our common schools, and in disseminating improved methods of classification, instruction and discipline throughout the State. The direct and indirect influence of its officers in the Normal School, and the associated Schools of Practice, and in the education of the children of the village and immediate neighborhood—through their labors in Teacher's Institutes, Conventions, and Associations—through their familiar and practical addresses in educational meetings of parents—and through their coöperation with teachers who shall be trained under their care; and above all the professional feeling which will be imparted to the great mass of common school teachers by the graduates of the school, and the example of improved methods of classification, instruction and discipline, which will be set in many schools scattered all over the State, will be seen, and felt, and acknowledged more and more every year. If this school fails in the hands of those to whose care it is now committed—if for any reason its anticipations of good are darkened, postponed and utterly defeated, and in consequence the enterprise should be abandoned at the close of the four years, for which provision has been made without any charge on the funds of the State—it will be the first instance of failure in the history of Normal Schools. There is not on rec-

ord a single instance of the abandonment of this agency for providing good teachers of public schools, whenever it has been tried under liberal legislative or governmental patronage. There are now nearly three hundred institutions of this character in this country and in Europe, and their number is increasing every year. All that the friends of the school ask is a continuance of the confidence of the Legislature, and the charitable judgment of their fellow citizens—with this, and the blessing of God on their fidelity to their trust, the enterprise shall succeed.

The Report of the Trustees will exhibit the present condition of the Institution.

CONDITION OF THE COMMON SCHOOLS.

Having had the privilege of submitting this portion of my report orally to both Houses of the General Assembly, with more of detail than would be desirable to embrace in a printed report, I will pass to the consideration of a few topics of much practical importance in the working of our school system.

SCHOOL ATTENDANCE.

After an efficient organization by which public schools can be instituted, and after healthy, attractive and convenient school-houses are provided, the next step is to secure the school attendance of all children of a proper school age, of both sexes, and in every condition in life. There are differences of opinion, not only as to what is attainable, but as to what is desirable in respect to the school attendance of children; and particularly as to the age, when it should commence. The family circle and the mother, are unquestionably the school, and the teacher of God's appointment,—the first and the best, for young children. Were every home surrounded by circumstances favorable to domestic training, and had every mother the requisite leisure, taste and ability to superintend the proper training of the feelings, manners, language and opening faculties of the young, their early school attendance would not be an object of great importance. But whatever may be the fact in a few homes, and with few mothers, there can be no doubt, that in reference to many homes, so unfavorable are many surrounding circumstances,—so numerous are the temptations in the

street, from the example and teaching of low bred idleness,—so incessant are the demands on the time and attention of the mother of a family, that it is safe to say, that with the large majority of children, their school attendance should commence when they are five years old. In the densely populated sections of large cities, and in all manufacturing villages, provision should be made for the attendance and appropriate care and instruction of children, two and three years younger. No one at all familiar with the deficient household arrangements and deranged machinery of domestic life, of the extreme poor, and ignorant, to say nothing of the intemperate,—of the examples of rude manners, impure and profane language, and all the vicious habits of low-bred idleness, which abound in certain sections of all populous districts, can doubt, that it is better for children to be removed as early and as long as possible from such scenes and such examples, and placed in an infant or primary school, under the care and instruction of a kind, affectionate and skillful female teacher.

The primary object in securing the early school attendance of children, is not so much their intellectual culture, as the regulation of the feelings and dispositions, the extirpation of vicious propensities, the pre-occupation of the wilderness of the young heart with the seeds and germs of moral beauty, and the formation of a lovely and virtuous character by the habitual practice of cleanliness, delicacy, refinement, good temper, gentleness, kindness, justice and truth. The failure of much of our best school education in reference to moral character, is to be attributed to the pre-occupation of the ground by idle, vicious, and immoral habits acquired at home and in the street, before the precepts, example and training of the school commenced.

Until children are ten or twelve years of age, they should be subjected to a regular, systematic and efficient school training through the year, with such vacations as the health and recreation of the teacher may require. Except during the very hot days of summer, and the most inclement weather in winter, and the established or occasional holydays, children should never require vacations on their own account. The daily exercises of the school should not in any case overtask the brain,

or weary the physical strength, beyond the power of the playground and the light slumbers of childhood to restore. They should leave the school, day after day, in the radiant health and buoyant spirits which nature associates with their years, when spent in obedience to her laws.

After the age of ten or twelve, a portion of each year spent in the discharge of domestic duties at home, or in healthy labor in the field, the mill, the counting-room, or the workshop, under the direction and supervision of parents, or natural guardians, will prove of more service to the physical training of most children, and the formation of good practical habits of thought, feeling and action, than if spent over books in the school-room; and especially, if spent in such school-rooms, and under such teachers as are now in too many districts in this and other states provided.

Every child should attend the best school, be it public or private; but other things being equal, a public school of the same grade will be found to be the best school; and if it is the best school, in all the essential features of a school, the social and indirect benefits resulting to the individual and to the community, from the early school association of all the children from the families of the poor and the rich, the more and the less favored in occupation and outward circumstances, are such, that as far as practicable, all the children of a neighborhood should attend the public school. While connected with a school, every scholar should attend regularly and punctually, from the commencement of the term to the close, and during the school hours of each day. If the children of either sex are to be withdrawn early from school, this deprivation should fall on the boys, rather than the girls; for the former can more easily supply the deficiencies of school education by improving the opportunities of self and mutual instruction which their occupation, and access to books, lectures, and the daily intercourse with educated men, afford; and the latter, by improving for a longer period the privilege of good schools, will, in the relations of mothers and teachers, do more to improve and bless society, and determine the civilization of the next and all future generations, than the male sex can do, however well educated, without the co-operation of women.

1. Many children of a proper age do not attend any school, public or private, or receive suitable instruction at home during the year.

The whole number thus absent from any regular or systematic means of education, cannot be less than twelve thousand. Of this number five thousand were under the age of eight years, and two thousand over the age of twelve. It would have been better for the health, manners and morals of most of those under eight years of age, to have been in good primary schools, such as should be engrafted upon the system of public instruction, in every large neighborhood. Of those over twelve years of age, two-thirds at least were girls, and a large proportion of the whole number, both male and female, were employed in the field, the mill, or the workshop, for the pecuniary value of their labor. Many of them have attended school in former years, but so irregularly that their school education does not amount to any useful acquaintance with even the elementary branches of reading, writing and arithmetic, as ordinarily taught. A portion of this number would have attended the public school of their district, had it not been open for only a few weeks or months, and, during that time, crowded with scholars of every age. The necessities of some families, and the business arrangements of employers will not allow of the withdrawal of all those employed in the mills at the same time. So if the public school in the agricultural district is open in the summer only, the older boys and girls cannot attend; and if in the winter only, the younger children who live at a distance, are virtually excluded. The remedy for this part of the evil, is to keep the public school open throughout the year. For those who cannot under any circumstances attend the day school, (although it is to be regretted that they should not attend a good school for even a few months in the year, at a period of life when they would make the most valuable acquisition in knowledge, and master effectually its difficulties,) evening schools should be established. By means of such schools, the defective education of many of the youth of our manufacturing population would be remedied, and their various trades and employments be converted into the most efficient instruments of self-culture.

Although a much larger school attendance, both of children under eight and over twelve years, would undoubtedly be secured by the opening of permanent schools, both for children under eight and ten years, and for those over twelve, still this would not wholly cure the evil, which lies down deep in the cupidity and negligence of parents, and the change which has been wrought in the habits of society by the substitution of the cheaper labor of children and females, for the more expensive labor of able bodied men. The consciences of parents must be touched,—a public conscience on this subject must be created,—a wise forethought, as to the retribution which will one day visit society for the crime of neglected childhood, and the early and extensive withdrawal of females from schools, and their employment in large masses away from home and home occupations, must be awakened among capitalists, patriots and Christians. We have not yet begun to see the beginning of the end. A large number of the females heretofore employed in mills, have had an early, New England, domestic training, before engaging in their present occupation. But where can those who have spent their lives, from the age of eight or ten to twenty-one, in the routine of a mill or shop, be trained to those intellectual and moral habits, which are essential to the management of a household, however small and humble, and upon which the happiness of every home, however poor, depends?

2. Many children, who should, and would under some circumstances, be sent to the public schools, attend exclusively, private schools of different grades.

Most of the private schools in this state have their origin in the real or supposed deficiencies of the common schools, and four-fifths of them would disappear in six months, if the public schools were thoroughly organized, and liberally sustained throughout the year. The peculiar views entertained by some parents in reference to the education of children, will always call for the establishment of a few private schools. In these, the accomplishments of education, which the great mass of society will not care to see provided for in a course of public instruction, can be given; and here too, those teachers who have new views as to methods of instruction and discipline,

which cannot be carried out in schools subject to certain general regulations, as public schools must be, will find scope for the exercise of their talents. Improvements in education would be retarded, and the standard of education would be lowered by the utter abandonment of private schools. This view of the necessity and usefulness of private schools, does not preclude my regarding the extent to which they are now patronized by the wealthy and educated families of the state, as at once the evidence of the low condition of the public schools, and the most formidable obstacle in the way of their rapid and permanent improvement. It draws off the means and the parental and public interest, which are requisite to make good public schools, and converts them, in some places, avowedly, into schools for the poor. It classifies society at the root, by assorting children according to the wealth, education and outward circumstances of their parents, into different schools; and educates children of the same neighborhood differently and unequally. These differences of culture as to manners, morals, and intellectual tastes and habits, begun in childhood, and strengthened by differences in occupation, which are determined mainly by education, open a real chasm between members of the same society, broad and deep, which equal laws and political theories cannot close. The only way to prevent the continuance, or at least to diminish the amount of this social and political evil in future, is to do away with its cause—the necessity which now exists for so many private schools, and to equalize the opportunities of education. To accomplish this to the extent which is practicable and desirable, the public schools here, must be made at once cheap and good, by the same or more efficient steps which have made them cheap and good elsewhere.

3. Many children who are enrolled as scholars in public schools, attend for so few months in the year, and will attend for so short a period of their lives, that their school education must necessarily be very limited, superficial and incomplete.

Many children do not commence going to school for the first time, until they are six, seven or eight years of age, and not a few of this number, after attending school two, three and four

months in the year, for three or four years of their lives, leave it for active employment in the field and workshop.

The general standard of attainment with scholars over eight years old, in most of the schools which I have visited, was at least three years below what it should have been, and what it would have been, if the same scholars had commenced going to school when they were five years of age. There are certain school habits, of order, attention, and application, which can be more readily acquired,—certain elementary steps in language, which can be taken more easily by a child before than after they are seven or eight years old. The standard of scholarship in the schools, fell far short, both in quantity and quality, of what it might have been, if the older children of the neighborhood were continued in the winter schools for a few years longer. They leave school just at that period of life when they would see the practical bearings of their studies, and have acquired the vigor of mind requisite to grapple with the real difficulties of science.

4. Many scholars in public schools attend so irregularly from day to day, and with such want of punctuality at the opening of each term, and of each half day's session, and withdrew prematurely before the close of the term, or of the daily session, that they derived but little benefit from the schools, and greatly impaired the usefulness, and lowered the scholarship of the public schools.

The magnitude and diversified forms and relations of the evils here stated—its deep-seatedness in the school habits of society, and the irreparable nature of the injury which it inflicts, cannot be overstated, and can with difficulty be appreciated, except by those who have devoted particular attention to the subject.

Except in districts where there is a stated period for each school term to commence, much time is lost to individuals, and the whole school, before a sufficient number of scholars have come together for the purposes of classification. In ninety-six districts, from which returns on this point were received, comprising in the aggregate 3,800 pupils, less than 1,000 were present during the first week, and more than that number did not join until after the close of the third week of the term. In the same districts, 460 left school three weeks before the term

closed. The average length of the school term in these districts, was thirteen weeks. But not only was the nominal length of the school term curtailed in this way, but a portion was clipped, both from the opening and close of every day's session.

In fifty schools, in which these facts were carefully noted, until proper measures were taken to expose and remedy the evil, less than one-tenth of the scholars were in the school-room within five minutes after the hour had arrived for opening the school; less than one-half had come in at the close of twenty minutes; and more than thirty minutes of the morning session was virtually lost to the whole school from delays or disturbances incident to tardiness on the part of a portion of the scholars, with some of whom a want of punctuality had already become habitual. I have seldom visited a school during the first half of the morning session, without witnessing the interruption of the order, attention and exercises of the school, caused by the entrance of some delinquent scholar; and although not to the same extent, the same interruption is repeated during the last half of the afternoon session, by the withdrawal of a larger or smaller number of scholars, on the pretence of business to be done, or distance to be traversed.

But great as are these hindrances and interruptions, and the consequent loss of money, time and privileges to individuals, the school, and the public, they are few and small, compared with those which spring from irregularity of attendance. From the want of full and accurate sources of information, in school registers accurately kept for a series of years, the magnitude of this evil cannot be expressed in any statistical statement.

The results of my own inquiries and observations in more than one hundred schools, are very unfavorable. In not a single instance, was the number of absentees at the time of my visit, less than one-fourth of the whole number of scholars enrolled; in more than one-half of the schools, it amounted to more than one-third of the whole number, and in the manufacturing villages, it never fell below one-half. Whenever a minute inquiry was instituted, it almost invariably appeared that every scholar had been absent during the term; that a majority, even of those who were most constant in their attend-

ance, were occasionally absent; that about one-third were habitually irregular; and that some who were counted as members of the school, came so seldom that their attendance might be regarded as visits, were it not that such visits prove too serious an annoyance and hindrance, both to scholars and teacher, to be designated by a word, which when used in connection with schools, ought to convey something more frequent and beneficial. I have seldom listened to a class recitation, in which one or more members of the class were not excused from even attempting to recite in their turn, or in which the teacher was not mortified at a halting, blundering answer from every fourth or fifth scholar, because of their having recently joined the school or been frequently absent. I have never been present at an examination or review of the studies of a term, or even of a previous week, in which it was not evident that whole chapters in text-books, where every chapter was a new step in the development of a subject, had never been studied,—that explanations, and even practical illustrations by the teacher, of difficult and important principles had been lost to many scholars, and that even the valuable attainments of some of the best scholars were vitiated, in consequence of occasional or frequent absence, which had been permitted or required by parents or guardians. Nor have I found this evil confined to any particular grade of schools, whether elementary or superior, private or public, although it prevails less in private than in public schools, and in good than in poor schools. The state of the school register, as to attendance, is of itself a pretty sure index of the character of a school.

This irregularity of attendance, including the want of punctuality in commencing and closing the school term, and each half day's session, at the appointed time, prevents the early and systematic classification of a school, or defeats, in a measure, its object, when made. The difference of proficiency in the same class, between those who are regular in their attendance, and prepared by previous study for perfect recitations, and to comprehend the explanations of teachers, and those who are not thus regular and prepared, becomes as great as between members of different classes. The spirit of sympathy which works so powerfully and so happily in a large class, when all are pressing

forward together in pursuit of a common object, is lost. The steady advance of the whole is arrested by the halting, lagging recitations of every third or fourth member, who missed a previous lesson, or a still more important explanation by the teacher. A new class must be formed, or the same lesson must be assigned for a second and third time; the same explanation must be repeated; the laggards fall still further in the rear, and the spirit of the whole class is broken.

The individual who is thus irregular, loses that systematic training of the several faculties of his mind which a regular course of school instruction should be framed to impart. There can be no continuity in the daily process,—each faculty cannot be exercised in its appropriate study, pursued in its proper order, where there is a loss of every third or fourth recitation. He cannot make himself thoroughly master of any subject, when his knowledge of principles, as presented in text books, and explained by the teacher, is imperfect, in consequence of chasms in lessons, and gaps in recitations. Degraded gradually from his first position, until he finds himself dragging at the heels of his class,—visited with the displeasure and punishment of the teacher, for his repeated failures, he loses that delicacy of feeling,—that sensitiveness to the good opinion of his associates and teacher, which is the motive to much noble conduct and effort in the young, and finally becomes so reckless and hardened to reproof and shame, that he can stand up unabashed, and confess his ignorance, and it may be, glory in it. A disgust to study and the school, follows this loss of self-respect; habits of truancy are acquired, and by and by he is turned out upon society, a pest and a burden,—a prepared victim of idleness, vice and crime. The consequences of irregular and unseasonable attendance, are not always so disastrous, but the business of daily life is constantly arrested and deranged by the bad habits of mental and moral discipline, which it helped to form.

To the teacher, this practice is a source of much additional labor, perplexity and disappointment. His best plans for economizing his time and efforts, by acting on masses of scholars, instead of individuals, are defeated. The discipline, attention and order of exercises for the whole school are disturbed, by

late attendance. His interest in the daily recitations of his classes, is dampened by the number who are absent or who are not properly prepared; and at the close of the term, and especially if there is a public examination, he is mortified that after all his efforts, he is obliged to apologize for the large number of scholars who have absented themselves from the consciousness of their own deficiencies, and for the repeated failures in those who are present. The committee is disappointed, and parents are disposed to complain; and not unfrequently the loudest complaints come from parents who tolerated, even if they did not require, the occasional and frequent absence of their children, whose irregularity, in various ways, has occasioned all the disappointment.

To the community, as a district, town and state, this irregular school attendance is a loss, great and irreparable, in every aspect in which it can be viewed. It is a loss or a forfeiture of money, of time, of precious privileges, and above all, of that general virtue and intelligence, which is at once the wealth, security and glory of a state. School-houses have been built and furnished at a large aggregate cost, and the schools are maintained at an annual expense of not less than two hundred thousand dollars; and yet one-third of this sum is practically thrown away, and with it a proportionate waste of the precious opportunities of early life. Were the school districts and children of a particular section of the State, to be visited exclusively with this loss, a remonstrance, loud and earnest enough to be heard and heeded, would come up from every tax-payer and parent, against the continuance of such bad financiering, and the curse of such a withering, intellectual and moral blight. But the loss of money,—of the privileges of the school, and of the seed time of so many children, is as great and as real, although spread through every school district, and impairing and darkening in advance the aggregate intelligence and virtue of the whole people.

To remedy a state of things, so far removed from the true idea of school attendance,—so adverse to the successful operation of a system of public instruction, and so inwrought into the school habits of society, must be the work of time and of many agencies. Measures must be taken to ascertain and make

known the extent of the evil,—its diversified forms and influences,—the causes which produce or aggravate it, and the remedies which have proved elsewhere successful in removing or diminishing it. All the authorities and interests recognized in the organization and administration of the school system, must be enlisted in securing a proper school attendance, without which liberal appropriations, school-houses, teachers and supervision will fail in making public schools universal blessings.

The State can do something, and prepare the way for still more direct and efficient action on the subject, in the several towns and districts. The school law should provide that the public schools shall be maintained for at least eight months in the year ;—that a register of the daily attendance of every scholar in any public school, shall be kept by the teacher ;—that the money appropriated by the State, shall be distributed among the school districts, according to the average daily attendance of scholars in each ; and that school committees shall make all necessary regulations respecting the admission and attendance of pupils, and submit an annual report on the condition and improvement of the schools, in which so important a feature as school attendance must necessarily be discussed.

If the several towns or school societies will act out to the full circumference of the power and duty with which they are or should be clothed, in respect to this and other matters relating to public schools, the evils of irregular and unseasonable attendance can be immediately and largely diminished. They can direct, as now, that a census of all the children between the ages of three and fifteen or sixteen years, shall be taken annually, including the name and age of each person, and the name, occupation and residence of the parents and guardians. Such a census will indicate the school wants of the town, and will be useful in determining the arrangement of school districts,—the location and size of school-houses,—the grade of school and kind of teachers required, and the proper distribution of the school money of the town. They can make provision for a sufficient number of schools, of different grades, so as to hold out sufficient inducement for the attendance of the young, as well as the oldest children. They can determine that the schools shall be open both in the summer and winter, so as to

allow of the attendance of those who could not attend, if there was but one session in the year. They can increase the inducement to punctual attendance, by offering a premium to be divided among the two or three districts which shall secure the largest average attendance for a specified number of months in the year. They can appoint to the office of school committee, persons of experience, intelligence, and interest in the subject, and sustain them in adopting and enforcing such regulations as they may think necessary to secure good school-houses, well-qualified teachers, and a large and punctual school attendance, in the several districts.

School districts can co-operate in this work. They can, in many instances, continue the school through the year, and in all cases vote to have two sessions in the course of the year. They can provide in all cases, healthy and attractive school-houses, so that children need not be necessarily detained from school by sickness, caused by being immersed in an unventilated and overheated atmosphere, or acquire a distaste to study and the school, in consequence of these being associated only with aching bones and other discomforts of the school-room. They can employ none but well-qualified teachers—and no teacher is well-qualified for a district school who cannot attach children to himself and the school, and interest them in their studies. They can establish a small rate of tuition, payable in advance, and thus bring to bear on parents the motive for continuing their children regularly at school, which operates so happily in most private schools. Should this expedient be adopted, for the purpose of increasing the school funds of the district, and interesting parents in the school, it should be so small as to be within reach of all, and payment should be required in advance for the whole term. They can have public meetings for the consideration of topics relating to the condition and improvement of the schools, and a public examination at the close of each school term, at which the register of attendance can be read. They can sustain the school committee of the town, and the teacher of the school, in carrying out the regulations which may have been adopted by the proper authority.

Among the subjects which should be embraced in a system of town and district regulations, are the following :

1. The period of the year when the schools shall be open. This cannot be safely left to the action of school districts, for the children of a large minority are in this way frequently deprived of the privileges of a public school. The convenience of all will be consulted by a school term in summer, and another in winter.

2. A regular time for the admission of pupils, such as the first week of the term ; and the first Monday of every month, on the written permission of the district committee, and at no other time.

The arrangements of the teacher must be made in reference to those who are present, and he ought to know what the classification of his school, the length, and order of each exercise will be, for at least the month in advance, if he is to economize his time and labor.

3. A regular time for beginning the exercises of the school in the morning and afternoon, and the exclusion for the half day, of any scholar who is not in the school-room at the appointed time, or, if this should be thought too strict, admission might be given on the written or personal application of the parent in behalf of the pupil.

It will be hard for a scholar who is five or ten minutes behind the time, to find the door closed, but it is harder still for the teacher to be annoyed, and the attention of the whole school, and the exercise of a class disturbed at frequent intervals, during the first half of each session, by the late entrance of such tardy scholars. Investigation has shown that most cases of tardiness arise out of neglect, rather than inability to leave home in season, or from the habit of loitering by the way. Experience has proved that where there is a certainty of the doors being closed at an appointed hour, that parents will shape their household arrangements, and scholars will perform their accustomed duties, so as to reach the school in season. This rule has operated well wherever it has been tried, and as might have been anticipated, the cases of exclusion are more frequent among children who live near, than those who live most remote

from the school. In the winter season, the exercises might be opened fifteen minutes later.

4. A forfeiture of the privileges of the school for the next school month or term, to follow a specified number of absences (as for instance, five half days,) from school, in four successive weeks, except for personal sickness, or sickness or death in the family. The dismissal of a scholar during school hours, by the request of parents or guardians, should be regarded as an absence for the half day.

This rule will be readily acquiesced in by parents, when they shall see the necessity which calls for its adoption, and be made acquainted with its beneficial operation on the school; and in all cases, they should be informed and interested, so as to extend their co-operation. They must be made to understand what is meant by the proper school attendance of children, and the waste of time, money and precious privileges involved in even their necessary absence from school, during a certain period of their lives. They must be made to see that even a short period of each year devoted to steady, unbroken attendance, in which not a day or an hour is lost but from extreme necessity, is worth more to a child's mind, habits and education, than whole years of nominal connection with a school, interrupted by frequent absences. To secure the advantages of this punctual, and assiduous attendance, they must see the necessity of subordinating their household arrangements, and their own business and convenience, to some extent, to the hours of the school, and in inclement weather and bad state of the roads, of assisting their children in getting to school. They must see the irreparable wrong done to their own children, by encouraging a growing distaste to study and the school, by allowing their school attendance to depend on whim and caprice, or some trifling service they may render about home. They must see the flagrant injustice which is done to those children who are regular and diligent scholars, by having their recitations interrupted,—their progress arrested, and more than a proper share of the teacher's attention appropriated by scholars who are habitually late and irregular. They must understand that a public school, like every other public institution, must be subject to certain regulations for its proper manage-

ment, and that no individual can claim his share in its privileges except as subject to these regulations, and under no circumstances so as to deprive others of their equal rights in the same.

5. A register or record of attendance, in which the teacher shall enter the name, age, studies, date of entrance, and each half day's absence, of each pupil, together with the name of the parent, or guardian.

To secure uniformity in the mode of carrying out these and the following regulations, and to abridge as far as possible the labor of the teacher in both, books properly prepared, and large enough to last for several years, with minute directions for their use, should be furnished to each district, by the Superintendent of Common Schools, at the expense of the State. Teachers can avail themselves in this and in some other departments of discipline and general management, of the services of the older pupils.

6. A class record, in which the teacher shall enter a classification of his school, according to the attainments of his scholars in the several studies pursued,—the presence or absence of each member of the class at recitations, and the character of each recitation made; and every scholar should be required to prepare and recite out of school hours any lesson recited by his class during his absence.

7. A weekly or monthly report to parents, containing a summary for the week or month previous, of the registers of attendance and recitation, to which might be added a column for behavior.

It would be still better if parents could be informed on the same half day, or day, of the absence of their children. This would be an effectual check on truancy. This information could be given by pupils living in the same neighborhood, personally, or by leaving a note at the home of the absentees.

8. The establishment of certain holidays on which all the schools may be dismissed, and on no other days, except by written permission of the proper committee.

These, and similar regulations, modified to suit the peculiar circumstances of each town, with exceptions in favor of districts, where peculiarities of occupation or other causes, may

render a compliance with them impossible, will help to remove one of the greatest impediments to the progress of public schools. But independent of these regulations, or in co-operation with them, very much may be done by teachers. They can from time to time, by explaining the evils of irregular and unseasonable attendance, to individuals, classes, and the whole school, create a public opinion in favor of punctual and regular attendance. They can graduate the relative standing of scholars, to some extent, in reference to attendance. They can be punctual themselves, and by a strict adherence to the rules of the school, commencing at the appointed time, and never detaining the classes, without special reasons stated at the time, and if possible, without their willing acquiescence, beyond the hour for dismissal. They can always be present before the hour for opening the schools, to see the room is swept, the fires made, and all things in order for the day's work. They can introduce from time to time, at or before the time for commencing the regular exercises, some new study or exercise, which the pupils will feel it a privilege to pursue, or share in, such as music, drawing, experiments in natural science, &c., and which they can pursue or see only by being punctual. They can early establish relations of confidence, affection and respect between themselves and their pupils, and make the school-room the home of good feeling, cheerfulness and happiness to all—the place to which they will be drawn by the ties of affection, and not avoided as a house of confinement and correction. They can keep parents constantly advised of the attendance and progress of their children, and in every possible way cultivate their acquaintance, and secure their co-operation. The earlier a right state of feeling between parents and teachers can be established,—the earlier the home and the school can be brought into their natural alliance in the promotion of a common object, the better. It is only when parents and teachers,—the home and the school perform their separate and appropriate functions with such intelligence and vigor, that the good commenced by the one, is continued and completed by the other, and the errors or deficiencies of either are mutually corrected and supplied, that the culture of the heart, the development and strengthening of the mental faculties, the systematic

training of virtuous and useful habits, of the children of the community, can be completely attained.

Even when all these expedients and agencies have been resorted to, so long as there are ignorant, neglected, intemperate and vicious parents, or orphan children uncared for by the wealthy and benevolent, there will be tardy, irregular, and truant scholars, or children who will not be found connected at all with any school, and yet have no regular employment. Accustomed as many such children have been from infancy to sights and sounds of open and abandoned profligacy, trained to an utter want of self-respect, and the decencies and proprieties of life, as exhibited in dress, person, manners and language, strangers to those motives of self-improvement which spring from a sense of social, moral and religious obligation, their regeneration involves the harmonious co-operation of earnest philanthropy, missionary enterprise, and sanctified wisdom. The districts of all our large cities where this class of children are found, are the appropriate field of home missions, of inobtrusive personal effort and charity, and of systematized plans of local benevolence, embracing friendly intercourse with parents, an affectionate interest in the young, the gathering of the latter into week-day, infant, and primary schools, and schools where the use of the needle, and other forms of labor appropriate to the sex and age of the pupils can be given, the gathering of both old and young into Sabbath schools, and worshipping assemblies, the circulation of books and tracts, other than of a strictly religious character, the encouragement of cheap, innocent and humanizing games, sports and festivities, the obtaining employment for adults who may need it, and procuring situations as apprentices, clerks, &c., for such young persons as may be qualified by age, capacity and character. By individual efforts and the combined efforts of many, working in these and other ways, from year to year, these moral jungles can be broken up,—these infected districts can be purified,—these waste places of society can be reclaimed, and many abodes of penury, ignorance and vice can be converted by education, economy and industry, into homes of comfort, peace and joy.

These views are not the speculations of a dreaming philan-

thropy, but have been realized again and again, in some of the worst districts of the large cities of England and Scotland, amidst difficulties, discouragements, and obstacles, far greater and far more formidable than exist as yet in any part of our country. The good results which have already followed the efforts of Sunday Schools, city missions, and evening classes, in Boston, Providence, Cincinnati, and other large places, show most conclusively, that if these efforts can be increased, in number and vigor, and prosecuted steadily and systematically, in every district where masses of human beings in abject poverty, and with profligate habits, are crowded together, they will mitigate the ills and evils of the present, and land us in a purer and better generation. Children, who seem banished by the accident of birth from the decencies and proprieties of life, will not only be restored to humanity, and become useful men and women, but be transformed into the sons and daughters of God.

When the missionary, philanthropist and teacher have done all this, and more, there will be cases of truancy and vagabondism which can only be reached by the stern summons and the strong arm of the law. For such cases, one or more institutions, similar to the "Farm School," near Boston, or the "Reform Schools," or "Schools of Industry," in some parts of Europe, should be provided, where these young barbarians can be tamed into the manners and habits of civilized life, and society be saved from the revenge which they will otherwise wreak upon its peace for their neglected childhood.

When all these expedients and plans have failed, the law of self-preservation imperiously demands that political institutions, which are embodied in written constitutions and laws, should not pass into the keeping of juries, witnesses, and electors, who cannot write the verdict they may render, or read the vote they may cast into the ballot-box. The right of suffrage should be withheld from such as can not give the lowest evidence of school attendance and proficiency.

ADAPTATION OF OUR SYSTEM OF COMMON SCHOOLS TO THE
PECULIAR CIRCUMSTANCES OF THE POPULATION.

The following remarks on the condition and improvement of common schools, in reference to the three classes into which the population of the state is distributed were made originally in reference to the wants of a neighboring state, but are deemed of sufficient importance to the present circumstances of our own schools to justify their repetition here.

AGRICULTURAL DISTRICTS.

First, in point of numbers here as well as elsewhere, the agricultural population will ever be of the highest importance to the dignity and strength of the State. It is from the rural districts, that the manufacturing population recruits its waste, and draws the bone and muscle of its laborers, and much of the energy of its directing force. It is from the country, that the city is ever deriving its fresh supply of men of talent and energy, to stand foremost among its mechanics, merchants, and professional men. It is on the country that the other interests of society fall back in critical seasons, and as a forlorn hope in moments of imminent peril. Just in proportion as the means of intellectual and moral improvement abound in the country, and co-operate with the healthy forces of nature and occupation to build up men of strong minds, and pure purposes in strong bodies, do her sons fill the high places of profit, enterprise and influence in the city and the manufacturing village.

In respect to education, the country has advantages and disadvantages peculiar to itself. The sparseness of the population forbids the concentration of scholars into large districts, and the consequent gradation of schools which is so desirable, and even essential to thoroughness of school instruction. The limited means and frugal habits of the country preclude the employment of teachers or professional men, of the highest order of talent and attainments, and thus, both the direct and indirect benefits of their educational influences are not felt. The secluded situation and pressing cares of daily life, foster a stagnation of mind, and want of sensibility to the refinements and practical advantages of education.

On the other hand, country life has its advantages. There is the bodily energy and the freshness and force of mind which are consequent upon it. These are secured by the pure air, the rough exposure, the healthy sports and laborious toil of the country. Hence boys bred in the country endure longest the wear and waste of hard study, and the more exciting scenes of life. There is the calmness and seclusion which is favorable to studious habits, and to that reflection which appropriates knowledge into the very substance of the mind. There is freshness of imagination, nurtured by wandering over hill and dale, and looking at all things growing and living, which, unsoiled and untired as yet in its wing, takes long and delighted flights. There is ardor and eagerness after eminence, which gathers strength like a long pent fire, and breaks out with greater energy when it has room to show itself. Above all, there is often, and may be always, a more perfect domestic education, as parents have their children more entirely within their control, and the home is more completely, for the time being, the whole world to the family. Wherever these favorable circumstances are combined with the advantages of good teachers, good books, and the personal influence of educated men, there will boyhood and youth receive its best training for a long life of useful and honorable effort. But in these agencies of education, the country portions of the state are greatly deficient,—relatively more deficient than manufacturing villages. The teachers are almost universally young men, with no education beyond what can be obtained in ordinary district schools, inexperienced in life, and in their own profession, with no expectation of continuing in the same school more than three or four months, or in the business any longer than they can accomplish some temporary object. Even when they are well qualified, by knowledge, age and experience, and feel a more than ordinary interest in improving the schools, because they are the schools of their town or state, their connection with them is so transient, and the impediments from poor school-houses, backward scholars, irregular attendance, diversity of ages, studies and books, want of interest in parents and committees, are so great, they can accomplish but very little good. The deficiencies of the schools are not supplied to any great

extent, by school, or town, or circulating libraries, or by courses of popular lectures. There is not a single lyceum, or course of lectures open to the agricultural population, distinct from those which are established in a few of the manufacturing villages. From the want of such facilities for nurturing the popular mind, there is less of that intellectual activity, of that spirit of inquiry, and desire for knowledge, and of that improved tone of conversation which the discussions and addresses of able and distinguished men, in the lecture room are sure to awaken, and which constitute an educating influence of a powerful and extensive character, in large places.

To supply these wants in the agricultural districts, public education in all its bearings, must be continually held up and discussed before the people. The lecturer, the editor, the preacher, educated men in public and private life, should do all in their power to cherish and sustain an interest on this subject. The direct and indirect results of such an education as can be given in good public schools, such as have been sustained in past years, and are now sustained in other parts of New England, under circumstances as unfavorable as exist in any portion of this State, upon the pecuniary prosperity of a family of children, should be largely illustrated and insisted on. It should become a familiar truth in every family, that the father who gives his children a good practical education, secures them not only the means of living, but of filling places of honor and trust, in the community, more certainly than if he could leave to each the entire homestead. The young man who has been so well educated in the public schools, with such special training as Teachers' Institutes, and a Normal School supported in part by the State, could impart, that he can step from the plough in the summer, to the school-room as a teacher in the winter, or into any kind of business which requires a thoughtful mind, as well as a strong and a skillful hand, will, before he is thirty years of age, be in the receipt of an income greater than any farmer in one hundred can realize out of the best farm, if owned in fee simple, with his own labor bestowed upon it. But to give such an education, the country district schools must be improved. Better school-houses must be provided. Accomplished female teachers must be employed for the young children, whose ser-

vices can be of no use on the farm, or at home, during all the warm season of the year. In the winter the older children must come together from a wider circuit of territory, and pursue the more advanced studies by themselves, so that they can acquire habits of intense application, and receive the undivided attention of a well-qualified teacher. If their early culture has been properly attended to, in the primary summer schools, so as to have had imparted to them the desire and ability to know more, they will, later in life, come into the winter schools with their hands hardened with honorable toil, their cheeks brown from exposure to the healthful influence of sun and air, their muscles and frame capable of long and patient endurance, and their minds prepared to grapple with the difficulties of knowledge, and gather in the richest harvests. The best minds of Connecticut, and of New England, have been thus matured and trained. The most honored names in her present and past history belong to men who have gone alternately from the field of summer, to the school in winter, and later in life, from the plough to the college, or the merchant's desk, or the post of superintendent or master workman in the mill, or the workshop.

The course of instruction in the country schools should be modified. It should deal less with books and more with real objects in nature around,—more with facts and principles which can be illustrated by reference to the actual business of life. The elementary principles of botany, mineralogy, geology, and chemistry, and their connection with practical agriculture, should be taught. A love for nature, to the enjoyment of which all are alike born, without distinction,—an appreciation of the beauty which will be every day above and around them, and a thoughtful observance and consideration of the laws of an incessantly working creation, in co-operation with which they must work, if as farmers they are to work successfully, ought to be cultivated in every child, and especially in every one whose lot is likely to be cast in the country. All these things can be done, without crowding out any thing really valuable, now taught in public schools,—provided the ample school attendance of children can be secured, and teachers of the right qualifications employed. Such teachers need not be expensive.

The country towns ought to be able to supply the regular demand of their own schools, for this class of teachers. But whatever else may be taught, or omitted, the ability, and the taste for reading, should be communicated in the school, and the means of continuing the habit at home, through the long winter evenings, by convenient access to district or town school libraries, should be furnished. The desire to read can be fostered, and turned into useful channels, by occasional lectures of a practical kind, and especially on subjects which will admit of visible illustration, and experiments, and by the establishment of school libraries.

By suitable efforts on the part of public spirited and influential men, the interest which has already manifested itself in the country towns, can be increased, and the improvements already commenced in school-houses, school attendance, and teachers, can be continued, until there shall not be a rural district which is not animated with true intellectual and moral life.

MANUFACTURING DISTRICTS.

The portion of our population engaged in manufactures and trades, is fast increasing, and will soon exceed that devoted to agricultural pursuits. This population, from its necessary concentration into villages, can receive every advantage arising from the gradation of schools, and the division of labor in instruction. The smaller children can be gathered into infant and primary schools, through the year, in which all the exercises shall be adapted to their unripe faculties, and the entire attention of the teacher can be devoted to their physical comfort,—their manners as well as their intellectual improvement. The older scholars can be assembled for certain portions of the year at last, in large classes, and thus stimulate each other to vigorous effort, and receive the undivided attention of teachers of the highest order of qualifications. Lyceums and libraries can be readily supported, to quicken the mind, improve the tone and topics of conversation, preserve from hurtful amusements, and gross indulgences, bless the fire-side, and give dignity and increased value to mere muscular labor.

There is a quickness of intelligence, an aptitude for excitement, an absence of bigoted prejudice for what is old, and a

generous liberality in expenditures among a manufacturing population, all of which are favorable to educational improvement. The mind is stimulated by being associated with other minds. It becomes familiar with great operations. It is tasked often to inventive efforts in devising and improving machinery. It is surrounded every moment with striking illustrations of the triumphs of mind over matter. Every thing with which it has to do is an eloquent witness to the value of education, to its splendid pecuniary results, as well as to its power to make material instruments to bend to its will, and to become gigantic forces for good to mankind.

These facilities for mental improvement, both among the young and the adult population, in a manufacturing village, may become causes of moral degeneracy, and are often accompanied by circumstances which operate with fearful energy to corrupt and destroy. The mind is stimulated to an unnatural activity. The passions crave excessive and dangerous excitements. The moral principles are hindered from a strong and full development, or are broken down by a sudden onset of temptation. The young are crowded together in the family, the school, the mill, and the streets, and too often become the means of mutual corruption. Their many hours of labor, and long confinement in the close atmosphere of the factory, away from the varied sights of nature, during the week, waste away their physical energy, and is made the excuse for spending so much of the evenings as are at their disposal, in artificial excitements, and their Sabbaths in the fields, or in carriage excursions. The charm, seclusion, and refinement of a pleasant home, are often denied them in their hours of rest and relaxation. Their dwellings are crowded together, with apartments few and small, too often badly lighted, and badly ventilated, comfortless within, and looking out upon a street without a tree, or upon grounds devoid of the cheerful green, which nature is so eager every where to throw about her as her graceful drapery. Their homes have seldom any yards enclosed, to repel the rudeness of the passer by, or to invite the healthy and humanizing cultivation of flowers, shrubbery, and vegetables. Females are prevented by their early occupation in the mills, from learning needle work, and from acquiring those habits of

forethought, neatness and order, without which, they cannot, when they grow up to womanhood, and have the charge of families of their own, make their own homes the abodes of economy, thrift and comfort. Many of the young people engaged in the mills, are living away from their family homes, and do not feel the restraints from vicious courses which a respect for the good opinion of relatives and friends exerts. Facilities for corruption and vice abound, and the swiftness with which such corruption of principle and character ripens to ruin, is fearfully rapid. The admixture of people from different nations, and the constantly fluctuating state of society, are additional causes of evil, and impediments to any regular plan of improvement. To these various causes of deterioration, to which a manufacturing population are exposed, it must also be added, that the facilities for a proper classification of the schools, and the establishment of permanent schools, at least for the young children, are not improved.

That the manufacturing population are so pure, refined, and educated as they unquestionably are, considering the many unfavorable circumstances of their position, and the causes which are constantly at work to deteriorate and corrupt, is owing to the fact, that the original population of these villages came from the country, and that a large portion of the yearly increase is drawn from this source of supply, bringing with them the fixed habits, the strong family attachments, and elevated domestic education, which have ever characterized the country homes of New England. The first generation of this population has passed, or is passing away. What is to be the character of the second and the third?—not trained to the same extent, and soon not trained to any appreciable extent, in the country, but in the crowded village, and under all these exciting influences? It is for the friends of education to decide,—to decide speedily, and act with energy; and to bring out all the capacities and influences for good which exist in their midst, just in proportion as those influences for evil gather and increase. Let this be done, and these villages may become not only the workshops of America, and the prolific sources of wealth and physical comfort to Connecticut, but radiant points of intellectual and moral light,—the ornament, strength and glory of the State.

1. Convenient and attractive school edifices should be erected. This is not done to any considerable extent. There are more than fifty manufacturing districts, where these buildings are not sufficiently large and convenient for the number of pupils who do attend, much less for the number which should attend, for portions of the year at least.

School-houses in manufacturing districts should be provided with halls for popular lectures, and rooms for a library, collections in natural history, evening classes, reading circles, and even gatherings for conversation, unless these objects are provided for in a separate building.

2. The schools should be kept open during the year, and at least two grades of schools should be established. Special attention should be given to the primary schools. It is here that the great strength of educational influence for such a population can be bestowed with the best hope of success. It is here that children can be taken early, and when children are precocious, they must be taken at the earliest opportunity, if the seeds of good are to be planted before the seeds of evil begin to germinate. Here the defects of their domestic and social training, can in a measure be supplied. Here by kindness, patience, order, and the elevating influences of music, joyous groups may enjoy the sunshine of a happy childhood at school, and be bound to respectability and virtue, by ties which they will not willingly break. These schools, made, as they can be made by female teachers of the requisite tact and qualification, the loved and happy resorts of the young, devoted in a great measure to the cultivation of the manners, personal habits, and morals of the pupils, may be regarded as the most efficient instrumentality to save and elevate the children from the corrupting influences of constant association, when that association is not under the supervision of parents or teachers, and to prepare them for institutions of higher instruction.

3. The course of instruction in these schools, both in primary and higher grade, should be framed and conducted, to some extent, in reference to the future social and practical wants of the pupils. It should cultivate a taste for music, drawing and other kindred pursuits, not only for their practical utility, but for their refining and elevating influences on the character. and as

sources of innocent and rational amusement after toil, in every period of life, and in every station in society. Drawing, especially, should be commenced in the primary school, and continued with those who show a decided tact and aptitude for its highest attainments, to the latest opportunity which the public school can give. It is the best study to educate the eye to habits of quick and accurate observation,—the mind to a ready power of attention, discrimination, and reasoning,—and the hand to dexterous and rapid execution. It cultivates a taste for the beauties of nature and art, and fills the soul with forms and images of loveliness and grandeur which the eye has studied, and the hand has traced. It is the best language of form ;—by a few strokes of the pen or pencil, a better idea of a building, a piece of mechanism, or any production of art, can be given, than by any number of words, however felicitously used. It may be introduced as an amusement in the infant and primary schools,—may be made to illustrate and aid in the acquisition of almost every study in the higher schools, and is indispensable to the highest success in many departments of labor in manufacturing and mechanical business. If Connecticut is to compete successfully with other countries in those productions into which a cultivated taste, and high artistic skill enters, the taste where it exists must be early developed by appropriate exercises in the public school, and opportunities for higher attainments be offered in a “school of the arts.”

In the higher departments, or schools, there should be exercises in the mathematical studies, calculated to familiarize the scholar with the principles of many of the daily operations in the mills and workshops, and thus lay the foundation for greater practical skill, and for new inventions or new combinations and application of existing discoveries.

To supply obvious deficiencies in the domestic education of girls, plain needle work should be taught in the primary schools, as is now done in all the schools of this grade in the city of New York; and in the higher departments, some instruction should be given in physiology.

4. Teachers should be selected in reference, not only to the ordinary duties required of all teachers in the school-room, but for their ability to exert a social influence of the right character.

They should have the faculty of adapting themselves to the society of the young, to draw them into evening classes for instruction, and social circles for refined and innocent amusements, and to create a taste for books, and to direct their reading. They should be able to give familiar lectures on chemistry and mechanical philosophy, and illustrate the scientific principles which govern all the forces of wave and steam, at work in the mills. They should take a decided interest in every thing that relates to the moral and intellectual improvement of the people. They should be capable of so directing the course of instruction in the school, and their exertions and influences on the young and the old, out of the school, as that all may become useful and contented in whatever sphere of employment they may be called to fill.

5. A library of good books, selected in reference to the intellectual wants of the old and the young, should be provided in every village. To create a taste for reading should be a leading object in the labors of teachers and lecturers. All that the school, even the best, where so much is to be done in the way disciplining the faculties,—all that the ablest lecture, when accompanied by illustrations and experiments, can do, towards unfolding the many branches of knowledge, and filling the mind with various information, is but little, compared with the thoughtful perusal of good books, from evening to evening, extending through a series of years. These are the great instruments of self-culture, when their truths are inwrought by reflection into the very structure of the mind, and made to shed light on the daily labors of the workshop. There should be a due proportion of books of science and useful knowledge, of voyages, travels and biography, and a good supply of judiciously chosen works of fiction. It has been a great mistake heretofore, in selecting books for public libraries, as well as in providing courses of lectures, intended mainly for the poorer and working classes, to suppose that scientific and purely useful knowledge should be almost the exclusive objects of attention. The taste for reading and lectures of this character, must first be created, and the ability to follow a continuous train of thought, whether printed or spoken, must be imparted by a previous discipline. This taste and ability are too often wanting. The books and

lectures, therefore, should be very interesting, and calculated to create a taste for further reading and enquiry.

6. Courses of lectures should be provided,—partly of a scientific, and partly of a miscellaneous character, and each calculated to give the largest amount of sound instruction, to awaken the highest degree of healthy intellectual activity, and impart the fullest measure of innocent and rational amusement. The object of these lectures—if they are to be extensively useful, and permanently supported, must not be simply or mainly intellectual improvement, but to present that which can occupy the thoughts innocently, when they crave to be occupied with something ; to engage the affections, which absolutely refuse to be left void ; to supply resources of recreation after a long day's toil, of such variety as shall meet the wants of different tastes and capacities,—of tastes and capacities as yet but little cultivated and developed, but which may be gradually led into higher and higher regions of thought and attainment. Such lectures will shed an influence of the most lasting and salutary character throughout the various occupations and conditions of a manufacturing population. Parents will mark the awakened curiosity of the young ; employers will see higher intellectual and moral aims in the actions and language of men in their employ ; those who have had the advantage of a systematic education, will here have an opportunity to continue their mental discipline and attainments ; those whose opportunities were more restricted, will find in these lectures the promptings and instruments of self-culture ; conversation on topics of broad and abiding interest, will take the place of idle gossip, political wrangling, and personal abuse ; the longings for artificial excitements furnished at the dens of iniquity, which abound in all large villages, will be expelled by the many wholesome fountains of thought and feeling which will be opened in the contemplation of God's works, and the perusal of good books, to which many will, in the lecture room, be led ; and, what will penetrate to the very well springs of the best influences which society can feel, higher, and purer sources of intellectual enjoyment and culture, will be opened to the female sex, who have every where shown an eager desire to attend courses of popular lectures, and whose presence there may always be hailed as a

pledge of the attendance of the most intelligent, refined and respectable of the other sex, and as the best protection from the annoyance of bad manners, and rude interruptions, which are sometimes exhibited at large popular meetings of the male sex alone.

7. Reading rooms, furnished with the periodical publications of the day, with maps and books of reference, and if practicable with portfolios of engravings and pictorial embellishments, with models and descriptions of new and ingenious inventions for abridging labor, with specimens of shells, stones, plants, seeds, and flowers in their season, with any thing, in fine, which, by gratifying the eye, and provoking and satisfying the curiosity to know, shall become attractive places of resort in the neighborhood, should be established. In connection with the reading room, or with rooms appropriated to innocent games and means of recreation, there should be a room for conversation—a sort of social and intellectual exchange, to take the place of gatherings at the corners of streets, or places of idle and vicious resort.

To these rooms, as well as to the lectures and library, all classes should have access, and especially should the more wealthy and intelligent resort there, if for no other reason, than to bear the testimony of their presence and participation, to the value of these pursuits, and of these and other means of intellectual and social improvement, and amusement. It will interfere but little with their time and convenience, and the return will be manifold, in the prejudices of various kinds which will be detached from the minds of laborer and capitalist, and of the families of all classes, in listening to the same lectures, reading the same books, deriving pleasure from the same sources, conversing on the same topics—in being, where every bosom is warmed and thrilled by the beatings of the common heart of humanity. It is a matter of vital importance to manufacturing villages, to close the deep gulf with precipitous sides, which too often separates one set of men from their fellows,—to soften and round the distinctions of society which are no where else so sharply defined. This separation of society is utterly at war with our political theories, and must ever be accompanied with contempt, exclusiveness and apprehension on one side, and on

the other with envying, jealousies, curses not loud but deep, and occasionally with outbreaks which will carry the desolation of a tornado in their track. To do away with the real classification of society which difference of education, and especially difference in manners, and intellectual tastes will unavoidably create, these differences must be done away with,—at least all the elements of earthly happiness, and of a pleasant and profitable social intercourse, should be brought within reach of all, by giving to all through good public schools, and other means of public education, good manners, intelligent and inquiring minds, refined tastes, and the desire and ability to be brought into communion with those who possess these qualities, and at the same time partake of the rich heritage of noble thoughts which the great authors of our own and other times, and of our own and other countries, have bequeathed without restriction, to the whole human family.

It should be every where proclaimed, and inwrought into every plan for improving the condition of society, especially in manufacturing villages and large towns, that good public schools and religious institutions, important and essential as they unquestionably are, do not take the precedence of all other means, or exclude the adoption of others supplementary to them. Whatever can be devised to improve the physical condition of the poor,—to make the home of the operatives more comfortable and attractive,—to secure to its inmates more delight at their own family board and firesides,—to elevate the manners, and refine the intercourse of the lodgers at the boarding-houses,—to cultivate household virtues and habits of saving,—to make the lyceum, the reading-room, the lecture, the evening class, attractive and profitable,—to awaken and cultivate a perception of whatever is beautiful and good in nature, art, or human manners and character,—to encourage cheap, innocent and daily amusements, and discourage those which are expensive, rude and sensual, and to elevate the tone of social intercourse,—all these things will do good and tend to educate the whole community, and improve the condition of the manufacturing population. Let not the Christian, intent on the reformation of the soul, and its fitness for another state, forget that the soul is tied to the body, and that through the body, and in these various

ways it can be acted on for its good. Let him not be unmindful, that it is practical Christianity acting itself out in these various forms, and filling up every opening where good can be done, which commends itself to the consciences of all men, as like its master, "going about doing good." Let the lover of his kind remember that the social atmosphere of one of these villages may be instinct with moral health, or may be laden with a miasma deadly to the character and the soul.

The condition and improvement of her manufacturing population, in connection with the education of the whole people, is at this time the great problem for New England to work out. Here are concentrated the elements of corruption, of upbreak, and overthrow, to all, that, in her past history, she has held most precious. Here are the capacities for social, moral and intellectual improvement, and the productive forces for the creation of wealth, and material prosperity, which shall spread along every valley, beautiful and prosperous villages, and through all her borders, a contented, moral and intellectual people. Regarding only its pecuniary return, the moral and intellectual advancement of her manufacturing population, is a matter of commanding interest. It is the mind and character, the regular habits, the inventive resources, the ready power to adopt better means to accomplish the same end, the facility of turning from one kind of work to another when the fluctuations of business require it, the quickness to understand and execute the directions given without constant supervision, the economy in the use, and in preventing the waste, of materials,—it is the almost universal possession of these qualities by the American laborer, who has received a good New England family and school education, which enables him to compete so successfully with the muscles of the foreign laborer, who works at a lower compensation, but with less productive power.

CITIES.

Of public schools, and other means of popular education in cities and large boroughs, it matters not what may be their municipal designation, where the population is largely concentrated, and the occupations of society are greatly diversified, little need be said which has not been anticipated. Much that

has been presented in reference to the facilities of improvement, and causes of deterioration in a manufacturing population, is applicable to cities. Most of these facilities and causes, both of corruption and improvement, exist, and are at work in the city with greater power and intensity. Here the wealth, enterprise and professional talent of the state are concentrated; here schools, libraries and literary associations abound; here are institutions of charity, and every means of religious instruction. But here too are poverty, ignorance, profligacy, and irreligion, and a classification of society as broad and deep as ever divided the plebeian and patrician of ancient Rome. Here education, philanthropy, patriotism and Christianity have a great work to do, if these harsh and discordant elements are to be harmonized, and the large towns are to become not only the great centres of arts, trade and commerce, but the prolific fountains of intellectual and moral improvement to the whole state.

The first great step to be taken in our cities is to improve the territorial, and administrative agencies, and organization of our common schools so as to enable all the people of a city or borough to act on this great interest as they act on their other great interests and bring the common school prominently forward as an institution which holds a deservedly high place in the eyes and affections of all, as the security, ornament and blessing of the present and the hope of all future generations. Instead of administering the system through two or more independent and it may be, half belligerent and jealous districts, and through a double or treble set of officers, elected by different parts of the same constituency, and each charged with only portions of one supervisory power, which thus is frittered away through many agencies instead of acting directly on every school in all parts of the same city—let there be an immediate union of all the districts so that the city or borough limits shall bound but one district, and then let all the schools come under the control of a general board, combining all the powers, financial and visitatorial which are necessary to establish and administer a sufficient number of common schools of different grades to meet the educational wants of all children. This committee can be elected by the citizens at large with the other city officers, or be appointed by the municipal authorities.

The schools themselves should be organized in reference to the age and proficiency of the pupils, and the children should pass from a lower to a higher grade of school at stated periods, and after a suitable test of fitness as to age and knowledge. Teachers should be selected in reference to their possessing qualifications adapted to the grade of school they are to teach—and should be employed through the year, and from year to year as long as they possess the vitality and elasticity necessary to the highest success. School-houses should be attractive, comfortable and healthy, and arranged within and without in reference to the class of pupils—whether young or old—who are to occupy them. Text-books should be uniform in all schools of the same grade—and every teacher should be furnished with all needful apparatus to illustrate every study pursued in his school. Without dwelling any longer on the details of a school system, worthy of the wealth and population, and capable of meeting the educational wants of our cities and large villages, I will add, that we need in all our cities

1. A larger number of Primary Schools for little children—taught universally by female teachers of the requisite tact, patience, versatility, and prompt and kind sympathies.

2. Secondary, or Intermediate Schools—to carry forward children beyond the primary schools, and as far as our first class of common schools in cities now take their pupils.

3. A High School—for boys and girls in the same, or separate departments—in which every thing which is now done in private schools of the highest grade, if called for by the intellectual and moral wants of the community, should be thoroughly taught, so that the same advantages without being abridged, or denied to the children of the rich and the educated, should be open at the same time to worthy and talented children of the poorest parent. The course of instruction, begun in the Primary School, and continued through successive classes, should in the end give to every young man a thorough English education preparatory to the pursuits of agriculture, commerce, trade, manufactures, and the mechanical arts, and if desired, for college; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and

those resources of health, thought, manners, and conversation which bless alike the highest and lowest stations in life.

Let a system of common schools, organized on the general principles above set forth, and graduated on the plan developed at some length in my last Annual Report, be once established, and liberally supported, and the interest and inquiry it will create will soon lead to other desirable improvement in popular education—especially in our large cities.

Evening schools, and supplementary agencies of various kinds, like those (described in the Appendix to the Report above referred to,) at Aberdeen in Scotland, in New York, Philadelphia, and other cities at home and abroad, will be provided to supply deficiencies in the education of individuals whose school attendance was prematurely abridged, or from any cause interfered with. Apprentices, clerks, and other young persons, who have been hurried into active employment without a suitable elementary education, will have an opportunity to devote a few hours in an evening, and a few evenings in a week to studies directly connected with their several trades, or pursuits.

Libraries, and courses of familiar lectures with practical illustrations, collections in natural history and science, a system of scientific exchanges between schools, of the same and different towns, specimens of mechanical inventions to abridge labor, collections in the fine arts—all of these and other agencies of popular education will be provided on a larger or smaller scale in every community where a good system of common schools has done or is doing its appropriate work. And outside of all other agencies, the Reform School, and better than that, as preventing that which the Reform School aims to correct and reform—the Industrial School should be established at one or more points in the state, to receive such children, as defying the restraining influence of parental authority, and the discipline and regulations of the public schools, or such as are abandoned by orphanage, or worse than orphanage, by parental neglect or example, to idle, vicious and pilfering habits, are found hanging about places of public resort, polluting the air by their profane and vulgar speech, alluring, to their own bad practices, children of the same, and other condi-

tions of life, and originating or participating in every street brawl and low-bred riot. Such children cannot safely be gathered into the public schools: and if they are, their vagrant habits are chafed by the restraints of school discipline. They soon become irregular, play truant, are punished and expelled, and from that time their course is most uniformly downward, until on earth there is no lower point to reach.

But in these—at least in most of these agencies of popular education, especially in that which is at the foundation of all our plans for popular improvement in cities—the common school—common because it is practically open to and enjoyed by all as being cheap enough for the poorest, and good enough for the best—in such common schools, our cities are behind some of equal population, wealth and refinement, in other states. When compared with many cities and villages in Massachusetts and Rhode Island, where the schools are properly organized and supported, it is found that in all the cities and large villages of this state, with the exception of three, the attendance in the public school is less, the attendance in private schools greater, the appropriations for school purposes smaller, the course of instruction less complete, the supervision of committees less constant and vigilant, and the interest of parents and the communities less active and intelligent.

IMPROVEMENTS IN THE SYSTEM OF COMMON SCHOOLS.

In the remarks which I had the privilege of addressing to the two Houses of Assembly, I dwelt at some length on certain specified plans of improvement, which had been presented to the Legislature by School Visitors in their reports, by the friends of common schools, and the Joint Standing Committee on Education. In concluding this communication, I will briefly recapitulate certain features, which it seems to me desirable to incorporate into our system of common schools.

I. The territorial organization and administrative agencies of our common schools, should be made more simple and efficient.

1. By making School Societies coextensive with the limits of the towns, thus reducing the number of societies, and bringing the school interest directly before the people when assembled for other municipal purposes.

2. By reducing the number of school districts. 1. By abol-

ishing those [which cannot maintain an efficient school even with the extra aid from the State and town. 2. By making each incorporated city and borough a school district. 3. By giving facilities and holding out inducements for districts to consolidate for the purpose of maintaining a graded system of schools.

3. By blending the financial and supervisory powers and duties now exercised by the school committee and board of visitors, into one board of control for a society, and by authorising districts to transfer the local management of their district schools to this board.

4. By extending the term of office to three years and have one-third only elected each year.

II. The means provided for the support of common schools should be increased, and should be raised and appropriated in such ways as to awaken the highest degree of parental and public interest, and secure the greatest practicable equality of the best school privileges to all the children of the State.

1. The sum appropriated from the Treasury of the State should be at least one dollar and fifty cents for every child entitled from age to attend school; and any deficiency in the School Fund should be supplied from the civil list funds of the State. The sum should be certain, and large enough to stimulate societies, districts and parents, to corresponding efforts to obtain and rightly apply the same.

2. Towns or societies should be obliged to raise by tax on the grand list annually, a sum at least equal to one-third of the amount appropriated by the State, excluding the income of the town deposite fund, the whole of which should be devoted to school purposes.

3. The money appropriated by the State, and raised by tax on the property of towns, should be designated "teacher's money," and should be applied only to the payment of the wages of teachers—and should be drawn from the town or society treasury only on the order of the committee of the society in favor of the teacher, and for his wages only.

4. The money appropriated by the State, town or society, should be apportioned among the school districts according to the average attendance of scholars in school.

5. Districts and societies should be authorized to establish a

rate bill or tuition, to be paid by parents or guardians of children at school, graduated according to the class of school, and in no way oppressive to the poor, and diminishing to each family according to the number of children attending school the same term.

6. Every district should, on keeping its school according to law during the year previous, be entitled to receive from the State and town appropriation, a sum sufficient to employ a teacher qualified for that district, for a period of at least eight months in the year.

7. The district which makes the greatest efforts to employ good teachers throughout the year, in proportion to its pecuniary means and population, should receive an extra allowance from the town treasury.

III. A broad and liberal system of measures should be adopted by the State, to provide a supply of well qualified teachers, and to exclude from the common schools all persons who do not possess the requisite moral character, "aptness to teach" and govern children, literary attainments, and professional experience.

1. The law must provide, that districts have the pecuniary ability, by resources within themselves, or by aid from the treasury of the State, town or society, to pay the market value of good teachers; and to continue such teachers in the same school through the year. There are in the State not more than one hundred districts, in which, from the small number of scholars, and from the withdrawal of the older boys and girls for field or household work, at certain periods of the year, annual schools cannot be maintained, and in the districts referred to, schools could be maintained for at least eight months.

2. A scale of examination, and certificates based on the same, should be established, consisting of at least three grades. The first and lowest should entitle the holder to teach in a certain specified school or district for one year. The second should be available throughout the schools of a country for two years, and should be given only to those, who in addition to the specified examination, have had at least one year of successful experience. The third should be good throughout the State, and for at least three years, and should constitute the highest evi-

ishing those [which cannot maintain an efficient school even with the extra aid from the State and town. 2. By making each incorporated city and borough a school district. 3. By giving facilities and holding out inducements for districts to consolidate for the purpose of maintaining a graded system of schools.

3. By blending the financial and supervisory powers and duties now exercised by the school committee and board of visitors, into one board of control for a society, and by authorising districts to transfer the local management of their district schools to this board.

4. By extending the term of office to three years and have one-third only elected each year.

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dence that the holders possess the right spirit, character, attainments, and practical skill for the highest grade of school.

3. The compensation of teachers should be based somewhat on the grade of certificate held by them. The names of persons holding the State certificates, should be from time to time published in the annual report of the Superintendent.

4. In the present condition of the schools the examination for certificates should be conducted by a county board, at the time of holding the County Teacher's Institutes. This would be an additional inducement for a full attendance of all teachers who wished to get a higher grade of certificate, as well as of all young persons who propose to enter the profession.

5. Connected with the plan of examination and certificates, there should be a county system of school inspection, by which incompetent and unworthy members shall be excluded from the profession.

6. To make the above provisions truly valuable and efficient, opportunities now provided, and institutions and agencies now established by which young men and young women of the right spirit and character, can get a thorough professional training, must be continued, enlarged and improved.

IV. Some efficient steps should be taken to secure a uniformity of text books in all of the schools of the same society, and in all the societies, at least of the same county, by the action of either a State or County Board.

V. The law should make it imperative on towns, societies or districts, to provide suitable school houses, furniture and appendages for the same, apparatus for the use of the teacher, and a school library; and in extreme cases, should be authorized to take land for school purposes, on the award of a disinterested tribunal.

Let these, or some more efficient features, be engrafted on our system of common schools, and Connecticut will soon occupy again, the front rank in the great work of popular education.

HENRY BARNARD,

Superintendent of Common Schools.

HARTFORD, May 24th, 1851.

TEACHERS' INSTITUTES,

FOR 1850.

By an Act of the General Assembly, passed May Session, 1849, it is made the duty of the Superintendent of Common Schools, "to hold at one convenient place in each county of the State in the months of September, October, or November annually, schools or conventions of teachers, for the purpose of instructing in the best modes of governing and teaching our common schools, and to employ one suitable person to assist him at each of said schools;" and "the person, or persons by him employed in assisting at said school, shall be allowed not exceeding three dollars per day for the time occupied in traveling to and from, and attending said schools, or conventions."

Under these directions the Teachers' Institutes, or Conventions, have been held during the present year as follows :

For Fairfield County,—

| | |
|---|------------|
| At Fairfield, commencing on Monday Evening, | Sept. 23d. |
| Greenwich, " | Nov. 11th. |

For Litchfield County,—

| | |
|---|-------------|
| At Wolcottville, commencing Monday Evening, | Sept. 28th. |
| Cornwall, " | Nov. 4th. |

For Hartford County,—

| | |
|-------------------------------------|-----------|
| At Avon, commencing Monday Evening, | Oct. 7th. |
| Thompsonville, " | Nov. 4th. |

For New Haven County,—

| | |
|--------------------------------------|------------|
| At Wallingford, commencing | Oct. 7th. |
| Ansonia, " | Oct. 28th. |

For Windham County,—

| | |
|------------------------------------|------------|
| At Quinebaug, commencing | Oct. 14th. |
|------------------------------------|------------|

For New London County,—

At New London, commencing . . . Oct 21st.

For Middlesex County,—

At East Haddam, commencing . . . Oct. 21st.

For Tolland County,—

At Rockville, commencing . . . Oct. 21st.

Each Institute continued through Friday Evening of the week on which it commenced.

The exercises at Fairfield were conducted by Mr. Storrs Hall, of Westport; at Greenwich, Cornwall, Avon and New London, by Rev. T. D. P. Stone, Assistant Principal of the State Normal School; at Wolcottville, by Mr. T. K. Beecher, late Principal of the Hartford Public High School; at Wallingford, Ansonia, East Haddam and Thompsonville, by Prof. D. N. Camp, of the State Normal School; at Quinebaug, by Rev. E. H. Huntington, of Quinebaug; and at Rockville, by Rev. A. Smith, of Vernon.

At each Institute the evenings were devoted to Lectures and Discussions on topics connected with the improvement of common schools and other means of popular education in Connecticut, intended to interest parents, children and the community generally, as well as the members of the Institute. Among the lecturers on these occasions, besides the conductors and members of the Institutes, were Rev. Dr. Bushnell of Hartford; Prof. Porter, and William Russell Esq. of New Haven; Rev. Dr. Linsley of Greenwich; Rev. Lyman Atwater, and Mr. Cartilage of Fairfield; Rev. Mr. Cornwall of Southport; Rev. D. S. Short of New Canaan; Rev. Merrill Richardson of Terryville; Rev. Mr. Seelye of Wolcottville; Prof. Guion of New Britain; Prof. Thompson of New York; Dr. Coming of Rockville; Dr. Calvin Cutler of Mass.; Rev. Mr. Grant of Avon; W. S. Baker Esq. of Collinsville; Prof. Andrews of Ohio, and Rev. W. W. Andrews of Cornwall.

To the conductors of the Institutes in particular, and to others who were associated with them in the instruction of the classes by day, and in the lectures and discussions of the evening, as will be seen in the proceedings annexed, are the teachers and the community indebted for the pleasure and instruction derived from these occasions; and the undersigned is happy to make this public acknowledgment of his personal and official obligations for the great service thus rendered by them to the cause of education in the State. Without their gratuitous services cheerfully rendered, and in most instan-

ces at much sacrifice of time, convenience, and their regular engagements, these Institutes could not have been held, with the very small provision made for them by the State, and especially in view of the very little personal instruction and supervision which the undersigned was able to give, both on account of other duties, and of impaired health.

To the several gentlemen, whose names will be found in the proceedings annexed, who consented to act on the local committees, the obligation of the Superintendent and of the State, are due for the great assistance rendered in making all necessary local arrangements and in providing such excellent accommodations for the meetings free of expense.

To the many families who opened their houses for the entertainment of the members of the Institute, and the gentlemen who took part in the exercises, and did this with a cordiality of manner which made their hospitality doubly welcome, the Superintendent desires to join with the several Institutes in their expression of gratitude. If teachers, and school officers needed stimulus to urge them to work out to the full circumference of their duty, they would find it in the hearty good will and co-operation with which so many of the citizens of Connecticut are now coming forward to help on this enterprise.

If the teachers who have been connected with the different Institutes, will carry into their schools this winter the same genial spirit which they manifested when together, the same eager desire for knowledge,—the same zeal for self improvement and the elevation of their profession; if they will visit each other's schools, and meet together in society, town, county and state associations; if they will read the best books, and take at least one periodical devoted to education—then will the schools of Connecticut receive an impulse in the right direction of the most powerful character, and the teachers will find their highest earthly reward in the contemplation of the ever extending results of their labors.

HENRY BARNARD,
Superintendent of Common Schools.

The Reports of the proceedings of the several Institutes, will be published in matter and form as they are received at this office.



TEACHERS' INSTITUTE

AT FAIRFIELD.

THE exercises of the Teachers' Institute or Convention, at Fairfield, commenced on Monday evening, the 23rd of September, by an address from the Hon. Henry Barnard, Superintendent of Common Schools.

The members of the convention assembled at the court room, on Tuesday morning, for the purpose of discussions and exercises in the best modes of teaching the branches of education usually studied in the common schools. The convention was called to order by Hon. Mr. Barnard, and the exercises commenced with prayer by Rev. Mr. Atwater. Mr. Barnard, after making some remarks on the objects of the convention, and giving some advice as to the exercises, placed the Institute under the direction of Mr. Storrs Hall, of Westport.

The following officers and committees were then appointed.

Secretary, George Stafford.

Committee on Business, Z. B. Nichols, E. R. Tomlins.

" " *Time*, Solomon Mead.

" " *Introduction*, M. W. Lyon, M. Bull, E. Thompson.

" " *Criticism*, James Betts, Eliza Lyon.

Mr. Hall then remarked upon some different modes of imparting instruction, calculated to excite the pupil to exercise his own mind—and the importance of classification and regularity in all the duties of the school-room. The subject of Arithmetic was then presented, and a variety of exercises were introduced, intended to test the qualifications of the teachers in numeration and notation.

A variety of questions were proposed by the Rev. Mr. Short, of New Canaan, which elicited remarks from Rev. Messrs. Atwater and Short, Messrs. Nichols, Hawley and Hall.

The convention adjourned till 2 o'clock, P. M.

The afternoon session was commenced by an exercise in Grammar, conducted by Mr. Z. B. Nichols. The subject was discussed with much zeal, by both gentlemen and ladies. After a short recess, the attention of the convention was called to the subject of Geography; and some methods were presented for teaching this subject to even small children, by means of outline maps and the drawing of maps.

The Committee on Resolutions then reported the following.

Resolved, That no agent, author or publisher be permitted to bring into the room occupied by the convention, for the purpose of distribution or posting, any book, map, chart or circular.

Resolved, That it shall be deemed out of order, for any speaker to present the merits of any particular book; and that it shall be the duty of all members to call such speaker to order.

Which report was accepted and the resolutions were adopted.

Mr. Nichols then occupied another hour on the subject of Grammar, in the course of which an animated and instructive discussion arose. The exercises were then adjourned till 9 o'clock, the next morning.

WEDNESDAY, SEPT. 25TH. Convention assembled pursuant to adjournment; and was opened with prayer by Mr. O. C. Morse. The morn-

ing session was spent in exercises in Arithmetic, conducted by Mr. Hall; Grammar, conducted by Rev. Mr. Cornwall; and Orthography, by Mr. C. W. Sanders. Singing, conducted by Mr. Sanders, was introduced at the close of each exercise.

The following question was introduced by Rev. Mr. Atwater: How far can the want of regularity in attendance at school, be relieved by a system of rewards and merit, or by a record of grades of rank, based upon the average punctuality and scholarship of each pupil for the whole term, and publicly read or sent to the parents, at the close of the term? Which was discussed by various gentlemen.

After which the convention adjourned

The hours of the afternoon session were passed in exercises on Arithmetic, conducted by Mr. James B. Thomson; on Grammar, by Rev. Mr. Cornwall; and Orthography, by Mr. Sanders. Singing occupied a few moments at the close of each exercise. After some miscellaneous business the convention adjourned.

THURSDAY MORNING, Sept. 26. The session was opened with prayer by Rev. Mr. Atwater. Mr. Hall being absent, Mr. Atwater was appointed to the chair. The Secretary having resigned, James H. Olmsted was chosen his successor. The subject of Arithmetic was then presented by Mr. Thomson. His remarks were chiefly confined to the different scales of notation, methods of adding, the analysis of composite numbers and exchanges.

The recess was occupied by some of the members of the convention in arithmetic.

Singing by the convention.

Dr. Cutler occupied the remainder of the morning session by very interesting remarks and experiments on the subject of Physiology.

AFTERNOON SESSION. After some remarks on Orthography by Mr. Sanders, and on Physiology by Dr. Cutler, the subject of the organization of schools was ably discussed, and with great animation, by Rev. Mr. Atwater, Dr. Cutler, Messrs. Lyon, Morse, Sanders, Stimson, Yates, and others.

MORNING SESSION, Sept. 27. Prayer was offered by Rev. Mr. Stone.

Mr. Stone occupied the greater part of the day in various exercises in reading, and remarks upon drawing, and exhibiting some methods of gaining and keeping the attention of very small children.

A tax of twenty-five cents on each member of the convention was unanimously voted, for the purpose of defraying expenses and printing a catalogue of the members present, together with a report of the proceedings.

A committee, consisting of Messrs. Z. B. Nichols and Albert Seymour, then presented the following resolutions, which were unanimously adopted.

Resolved, That as irregularity in attendance is one of the greatest difficulties with which a teacher has to contend, it is the duty of all parents, whose children attend school, to see that they are regular in their attendance and punctual to the hour for commencing the exercises of the school.

Resolved, That it is the duty of teachers to exert their influence for the promotion of common school education, and to exert such influence upon the minds of parents and guardians, as shall induce them to enter with cheerfulness and zeal into the assistance of their teachers, in elevating the character and condition of our schools.

Resolved, That the operations of the State Normal School, so far as we understand them, have our entire approbation; and we bespeak for that institution, the hearty co-operation of parents, school committees, and citizens of the state generally; believing as we do, that it will have a tendency to elevate the standard of common schools, and thereby secure to the youth of our land an invaluable blessing—a thorough practical education.

Resolved, That the thanks of this convention be presented to those gentlemen who have conducted the exercises, and favored us with addresses during the sessions of the convention.

Resolved, That the thanks of this convention are heartily tendered to

the inhabitants of Fairfield, for their liberal hospitality exercised towards the members of the convention, and for the lively interest manifested in our deliberations.

Resolved, That a copy of the proceedings of this convention, with a catalogue of its members, be forwarded to the Superintendent of Common Schools, for publication.

The convention was favored by addresses and remarks, at its evening sessions from Hon. Mr. Barnard, Rev. Messrs. Atwater, Short and Stone, and Messrs. Cartilage, Thomson, Sanders and others.

A good degree of interest was excited by the exercises of the convention, as was evinced by the large and constantly increasing number of spectators, and which, at the last, crowded the court room almost to suffocation. We are fully convinced that the exercises of the week will make a lasting impression upon the teachers present, and that our common schools will reap a rich reward.

CATALOGUE

OF THE TEACHERS' INSTITUTE AT FAIRFIELD.

| Gentlemen. | Residence. | Ladies. | Residence. |
|---------------------|--------------------------|---------------------|--------------------|
| Francis E. Beers, | <i>Westport.</i> | Mary Beardsley, | <i>Huntington.</i> |
| James Betts, | <i>Stamford.</i> | Catharine R. Beers, | <i>Stratford.</i> |
| A. Bradley, | <i>Easton.</i> | Lucretia D. Beers, | <i>Fairfield.</i> |
| H. A. Edmonds, | <i>Southport.</i> | Mary D. Beers, | " |
| Peter Fairweather, | <i>Greenfield.</i> | Charlotte A. Booth, | <i>Huntington.</i> |
| George H. Hanford, | <i>New Canaan.</i> | Almira Bradley, | <i>Greenfield.</i> |
| Storrs Hall, | <i>Westport.</i> | M. A. Buckingham, | <i>Huntington.</i> |
| Henry Hawley, | <i>Monroe.</i> | Mary Bull, | <i>Danbury.</i> |
| Lewis H. Hawley, | <i>Stratford.</i> | Julia A. Camp, | <i>Newton.</i> |
| William Hawley, | <i>Huntington.</i> | Mary E. Clark, | <i>Bethel.</i> |
| G. M. Holmes, | <i>Norwalk.</i> | Angeline Gale, | <i>Newton.</i> |
| Patterson Holmes, | <i>Ridgefield.</i> | Sarah A. Glover, | " |
| M. W. Lyon, | <i>Fairfield.</i> | Louisa Hall, | <i>Trumbull.</i> |
| R. P. Lyon, | <i>Greenfield.</i> | Sarah M. Keeler, | <i>Norwalk.</i> |
| W. Lyon, | <i>Easton.</i> | Eliz'th H. Knapp, | <i>Wilton.</i> |
| Solomon Mead, | <i>South Salem, N.Y.</i> | Angeline Lewis, | <i>Bridgeport.</i> |
| Orville C. Morse, | <i>Fairfield.</i> | Eliza A. Lyon, | <i>Fairfield.</i> |
| Stephen C. Nichols, | <i>Huntington.</i> | Martha Matthews, | <i>Bethel.</i> |
| Z. B. Nichols, | <i>Stamford.</i> | Eliza Mills, | <i>Bridgeport.</i> |
| Cyrus Northrop jr., | <i>Ridgefield.</i> | Mary Jane Mills, | " |
| Eld. G. Northrop, | " | S. E. Roshorough, | <i>New Canaan.</i> |
| James H. Olmsted, | " | Frances A. Selleck, | <i>Norwalk.</i> |
| Albert Seymour, | <i>New Canaan.</i> | Emily Thomson, | <i>Huntington.</i> |
| Cha's H. Seymour, | <i>Westport.</i> | Julia Weed, | <i>Norwalk.</i> |
| H. D. Sherman, | <i>New Milford.</i> | Frances L. Wells, | <i>Stratford.</i> |
| George Stafford, | <i>New Haven.</i> | Betsy A. Wheeler, | <i>Huntington.</i> |
| J. S. Thorp, | <i>Easton.</i> | Caro M. Wheeler, | <i>Stratford.</i> |
| E. R. Tomlinson, | <i>Westport.</i> | Elizabeth Wheeler, | " |
| W. H. Trowbridge, | <i>Stamford.</i> | Abigail S. Wheeler, | " |
| Charles H. Weed, | <i>New Canaan.</i> | Emily A. Whitney, | <i>Darien.</i> |
| Albert Wilcoxon, | <i>Stratford.</i> | M. C. Wilson, | <i>Fairfield.</i> |
| J. R. Williams, | <i>Southport.</i> | Cecilia Woodruff, | <i>Bridgeport.</i> |
| Stanley L. Warner, | <i>New Milford.</i> | | |
| George W. Yates, | <i>Bridgeport.</i> | | |



TEACHERS' INSTITUTE

HELD AT WOLCOTTVILLE, FROM SEPT. 30TH, TO OCT 4TH, 1858.

According to previous appointment, the lecture room of the Congregational Church was opened on Monday, Sept. 30th, for the accommodation of the Teachers' Institute, to be held at Wolcottville. A committee, appointed by the citizens of the place, was in attendance, to assign the teachers their homes for the week. Of the thoroughly systematic manner in which this duty was discharged by the committee, and of the hospitable reception experienced by all the members of the Institute at the hands of the citizens, it would be difficult to speak too highly.

In the afternoon, an election (*vivâ voce*) of the following officers was made.

Rev. S. T. SEELYE, *President*; THOS. K. BEECHER, Esq., *Vice President*; N. A. SACKETT, Esq., *Secretary*.

The regular exercises of the Institute were then opened with prayer by Rev. A. Smith of New Hartford.

Upon motion, a committee of six was appointed by the chair, to prepare business, viz:

T. K. Beecher, Chairman, S. N. Frazier, Frederick Waugh, Harriette C. Harrison, Emeline Marsh and Phebe Allen.

The remainder of the afternoon was occupied by an exercise intended to illustrate the value of English grammar, as a study for very young classes.

Adjourned till quarter before 7, P. M.

EVENING SESSION.

President in the chair.

A short address was given to the teachers, upon the necessity of comfortable rules and accommodations for the physical, as well as the intellectual growth of children.

A second address, briefly stating the design of the Institute, the principles which should regulate its exercises, and the future professional labors of its members.

An address by the President, expressing his former low estimate of the value of such Institutes as the present, his change of opinion now, and his confidence that the organization may be made eminently practical and useful; adding several valuable suggestions for consideration by the business committee.

Recess of five minutes.

An address was then given, upon the respective duties of parents, teachers, scholars, school visitors and the public. Valuable hints were given as to school architecture, furniture, warming and ventilation.

These addresses were given by Messrs. Smith, Beecher, Seelye and Atwater, (of Fairfield,) respectively.

Institute then adjourned, after singing the Doxology.

TUESDAY, MORNING SESSION.

Opened with prayer by the President.

Roll called and absentees noted. Minutes read and approved. Business committee reported the following as the order of exercises for the day.

1. Elementary Arithmetic, modes of instruction, elementary illustrations, 2. English Language, &c. For the afternoon, 1. Geography, outline maps, Bidwell's large equatorial maps of the world, (furnished and used by Mr. Sandford, to whom the Institute was indebted for much valuable assistance.) 2 Spelling; imperfection of prevailing and illustration of improved methods. [The nature of these and succeeding exercises may be learned from the annexed outline of the entire course.]

AFTERNOON SESSION.

Roll called and absentees noted. Business transacted according to the report of committee, as given above.

EVENING SESSION.

Glee singing by the choir. Address by Rev. Mr. Moore, of Torrington. Subject: Necessity of a love for the profession, for the school, and for the scholars, as a preparation for a successful teacher. Illustrations were given, exhibiting the application of the speaker's views to every department of school duty.

Address by the Vice President. Subject: What constitutes a good teacher? What are his duties?

Singing by the choir.

Brief address by the President. Subject: The need that a teacher has of true piety.

Benediction pronounced by the President.

WEDNESDAY, MORNING SESSION.

Opening exercises as usual. Business committee reported the following order for the day, which was accepted and executed as reported, viz: A. M., 1. Arithmetic continued, completing the subjects of subtraction and multiplication. 2. Reading and articulation. P. M., 1. Reading continued. 2. Geography. 3. School discipline.

EVENING SESSION.

Mr. Barnard, the State Superintendent, being accidentally delayed and unable to fulfill the appointment made for him, an address was delivered by Mr. Beecher. Subject: What is education?

Glee singing by the choir.

Remarks by Rev. Mr. Seelye, upon appropriate topics. Closed with doxology and benediction.

THURSDAY, MORNING SESSION.

Opening exercises as usual. Upon motion, the following were appointed a committee to draft resolutions, with instructions to report on Friday, P. M.: Messrs. Sackett and Smith, and Misses Kellogg and White.

Business committee reported the following exercises for the day. Report accepted and adopted.

A. M. 1. Arithmetic continued: division and fractions. 2. Vocal practice. 3. English composition.* P. M. 1. English composition continued. 2. American History. 3. Reading, &c.

* At this point in the morning exercises, the chairman of the business committee (Mr. Beecher) resigned his office, being unwilling to lay out work for the Institute, such as should continually call him to conduct exercises apparently devised by himself for himself. His reasons being heard, his resignation was accepted, and Mr. Griawold was appointed by the chair, to succeed him.

ENENING SESSION.

Prayer by the President. Singing by the choir. Address by Hon. Henry Barnard, State Superintendent: this address was given to answer many questions which had been proposed during the day. Valuable and striking thoughts and facts were presented upon the following topics. The prosperity of Wolcottville and the evident improvement in her schools; the present school law, its excellencies and its defects; the district system, compared with a union of districts, to gain strength for a central High School, and other desirable ends; reduction of the number of officers required *now* to administer the school law locally; county organization and superintendencies; disposition of school moneys; assessment of taxes; supervision of schools and examination of teachers; school architecture and conveniences; regulation of text-books in schools; regularity of attendance on the part of scholars; Normal School, its laws as to admissions and graduation; together with much other useful matter.

Mr. Seelye followed with a few remarks in favor of establishing a library in Wolcottville.

Closed with singing and the benediction.

FBIDAY MORNING SESSION.

Opening exercises as usual. A suggestion of Mr. Barnard's led to the following action.

Voted: That the sum of Ten Dollars be subscribed by this Institute, to be placed at the disposal of Mr. Barnard, to secure the publication of a catalogue of its members and an outline of its proceedings, for future reference.

Voted: That T. K. Beecher be requested to prepare this catalogue and outline.

Voted: That Rev. Mr. Vaill, of Milton, act as committee to secure the publication of a condensed account of the proceedings and a catalogue of the members of this Institute, in the county papers.

Business Committee reported the following exercises for the day. Report was accepted, adopted, and the day's work conducted accordingly.

A. M., 1. Arithmetic; fractions and miscellaneous questions. 2. Roll keeping and reports to parents. 3. Discipline, &c.

P. M., 1. Intercourse between teachers and parents, teachers and school officers in general. 2. Music as a branch of instruction. 3. Concluding and miscellaneous business.

EVENING SESSION. Prayer by Rev. Mr. Vaill, of Milton. Singing by the choir. Report of committee on resolutions was read, accepted and unanimously adopted.

An address was then delivered by T. K. Beecher, Esq., in which he briefly reviewed the topics discussed during the sessions of the Institute; pointed out the difference between a cheerful Institute and a dull, laborious school, and delineated the habits and principles, by the possession of which, the life of a teacher may become a happy, cheerful and useful one; but without which, it must remain, as it too often is found to be, a life of unrequited and unsatisfying toil.

Adjourned after singing and the benediction.

Annexed will be found:

- I. The resolutions reported and adopted by the Institute.
- II. The outline of its proceedings, prepared by Mr. Beecher.
- III. A catalogue of officers and members, arranged by towns.

I. PREAMBLE AND RESOLUTIONS.

Whereas, The citizens of Wolcottville have, in kindness and hospitality, thrown open their hearts and homes to make the stay of the members of this Institute comfortable and happy; and whereas certain gentlemen have assumed the arduous task of presiding over and conducting the exercises of this Institute from day to day; therefore,

Resolved: That as members of this convention, we tender our thanks to the citizens of Wolcottville for their friendly reception of us, for their hospitality and benevolence. May the promise, "Cast thy bread upon the waters, and thou shalt find it again after many days," be fully verified to them.

Resolved: That our thanks are due to the Society who have opened so convenient a room for our accommodation during our protracted session; to Thos. K. Beecher, Esq., for his untiring efforts in our behalf; to the choir, whose music has enlivened our evenings; to the Reverend and other gentlemen, by whose labors the exercises of this Institute have been diversified, as well as rendered useful.

Resolved: That we approve the plans of classification and methods of instruction given us by Mr. Beecher, and that, as far as practicable, we will make them our own.

S. T. SEELYE, *President.*

N. A. SACKETT, *Secretary.*

II. OUTLINE OF SUBJECTS AND EXERCISES.

The spirit of the request, made by the members of the Institute, that an outline of the proceedings be printed, for future reference, demands that the matters be arranged topically, rather than according to the accidental order in which they were discussed.

It should be borne in mind, that the following pages are not offered as a treatise upon teaching. They are prepared for the use of those teachers who were present as members of the Institute, and are designed to preserve in a condensed form, principles and trains of thought, which were there presented and fully illustrated.

Among the most important of these principles, the following were stated as fundamental and properly introductory.

Knowledge being of two kinds: *arbitrary*, as names, use of words, notation, dates, &c., and *inferential*, as the successive unfoldings of any pure science, it follows:

I. Absolute or arbitrary facts should be freely and frequently *told* to the scholar, as arbitrary, and therefore to be learned without question or attempt to reason.

II. Inferred facts and principles deducible from previous knowledge, should be taught with and by their connections and in their various relations. They should spring up in the mind of the learner, and not be merely transplanted thither from a book or a teacher's mind.

Again: the mind of childhood is living and active, possessing its likes and dislikes, its hungerings and its loathings. Teaching is truly a feeding of the mind. Hence:

III. The attempt to teach without first exciting, or at least seeking for an appetite on the part of the learner, is unwise, and in most cases ensures its own defeat.

Again: Since we recognize in every child a triple organization, embracing the physical, the intellectual and the moral natures; and since true education covers all three departments. Hence:

IV. To cultivate any one part or power of childhood, at the expense of, or to the neglect of other parts of his nature, causes oftentimes entire failure, and always more or less distortion and want of symmetry.

Again: Studies are oftentimes of value to the learner in more than one particular. Always there may be gained (1.) a discipline of mind, and (2.) an increase of knowledge. Besides these two, there are points of morals, of religion, &c., which are more or less incident to every properly taught school study. Hence:

V. Studies should be selected and instruction imparted with reference to securing the greatest comprehensiveness of result and consequent improvement from the pursuit.

The School is designed to qualify youth for active and useful lives in a republican state and under free institutions, free almost to license. Hence:

VI. The School should be made to exemplify the excellence of the social and political organization, under which the scholars are soon to find themselves.

Again: Since parents are primarily entrusted with the whole care and responsibility incident to the education of childhood and cannot without great wrong lay it *wholly* aside. It follows that:

VII. Teachers should hold themselves auxiliary to parents, and not as an independent power or authority.

These fundamental principles when applied in detail, work very remarkable changes in the methods to be used by a teacher. Are these principles true?

For the sake of clearness, the following illustrations are arranged, not in the order in which they came up for discussion in the Institute, but by subjects, viz:

- 1st. LANGUAGE, (1. Talking and alphabet; 2. Spelling and Reading; 3. Grammar; 4. Analysis and Composition.)
- 2d. ARITHMETIC AND MATHEMATICAL INSTRUCTION.
- 3d. GEOGRAPHY AND HISTORY.
- 4th. PENMANSHIP AND DRAWING.
- 5th. ARTICULATION, VOCAL EXERCISES AND SINGING.
- 6th. DISCIPLINE, (Order of exercises and school government.)
- 7th. MUTUAL RELATION OF PARTIES IN A SCHOOL, viz: parents, teachers, scholars, school officers and the public in general.
- 8th. SELECTION OF STUDIES, BOOKS, ETC.
- 9th. SUMMARY AND CONCLUSION.

1st. LANGUAGE—"Talking and the Alphabet."

Very much is implied under this brief heading. Language is, strictly speaking, but the instrument with which all other knowledge makes itself active, useful, and impartible. Yet in school, it must be pursued as an *end*, a special object of pursuit; and while this is true, it is equally true, that in school, language should be taught as it is to be used hereafter, i. e. as the medium for all thought. Hence:

1. *Every study and every recitation should have the language-training element fully developed and recognized.*

"I know but can't think," "I know but can't tell," are frequent answers in all schools. They both imply, whenever heard, that the language element is wanting in that particular study. It is not enough to have a child learn Arithmetic or Geography; he needs also to *talk* Arithmetic and *talk* Geography. It is always easier to teach a child "to cipher," than 'tis to teach him to explain *fluently* and *gracefully*. There is an arithmetic of the head, one of the fingers, and one of the tongue. Usually we find but one of these taught, viz: ciphering, or "of the fingers."

Again: Language begins with mere imitation and submissive adoption of arbitrary sounds, heard by the child and remembered. Hence:

2. At the very outset of *school* instruction, we should draw our method of teaching these purely *arbitrary things*, names, &c., from the practice which prevails in every home, where a child learns to talk, nominally without teaching, really with the only *true* teaching—pleasant talk.

We cannot excite an appetite directly, in very young children, for the alphabet and print. We have all of us violated, time and again, our third principle. The idle, vacant faces, the restless mischief, or the happy sleep of nine-tenths of the A-B-C scholars in our schools, should teach us that we are often premature in our alphabetic lessons. True, children are sent to school too early in life. But when we find them with us, we should aim to make them a home *at* school, since we cannot get them home *from* school.

There are many lessons to be learned by little children, before they learn the alphabet. A little class sent out to *see* and called in to recite what they have seen, are in a fair way to learn to *talk*, and talking should be taught before reading. Children do not know how to use *intelligently* any one of their five senses. We can create an appetite to use the eye and ear and hand, we can teach to *observe*, we can teach the names

of things and scenes observed, long before we can properly teach the convenient art of reading and writing.

When a class has *observed* and recited a week or month, it will soon be found by them, that memory is treacherous and lets slip much they have seen and which they wished to recite. An older scholar accompanies them and makes a memorandum and *reads* fluently item after item, which they, alas, forgot. The *use* of writing and of print thus becomes obvious to the little class; an appetite begins to awaken within, and by a judicious intermingling of eye and hand lessons with the dry tasks of letters and of words, this appetite may be increased, so that the A-B-C class may become as busy and as happy at school, as such children always are at home.

It should be observed here, that the motive for every study should be drawn, *not* from queer devices and toys, which *always* overlie the thing learned so heavily as to conceal it, but from an intelligent exhibition of the actual value of the thing to be learned. Sauces may tempt an invalid to eat—but he eats *not the bread*, but the sauce. Hunger makes an oat-cake sweet.

"But the sounds of letters and the spelling of words are so abominably irregular, that after all, there must be a long term of years spent in learning their *arbitrary* use, and after all, there's no royal road to reading!" True: therefore:

3. Whatever of regularity and law there is, should be carefully selected and taught. The alphabet is a jungle, dense and dark; but it has great landmarks nevertheless: and in learning to read there is much room for inference and constructive skill.

Children may be found reciting, "A's a *harrow*," "B's an *ox-yoke*," "C's a *pail-handle*," &c., who know not any of these valuable articles by sight, and have learned the "*harrow*" and "*ox-yoke*" just as blindly as they learned the "*A*" and the "*B*." To learn the alphabet thus, is no gain whatsoever. True, the *names* are learned, but we never use the *names* of consonants—we use only their powers. Hence:

1. Consonants should be learned by their powers and not by their names. But having taught one *long* sound to each vowel, viz: a, e, i, o and u, and having learned the powers of the consonants, it is time to give the little laborers a taste of their harvest. Words on a blackboard, using these *known* sounds, should be read, copied and written by the scholar. G O T (goat) B A T (bait) &c., always a familiar word, spelt *phonetically*, that is, by its *sound*. For

2. Spelling words, English words, is one thing, and spelling sounds is quite another. And

3. Learning to read and write is quite a distinct labor from learning to read and write *English*; as is fully evidenced by the boy who wrote "Cru Jaxn."

Having thus taught one power, and only one, for each letter, and exercised the class for a week or more on phonetic spelling with these slender materials, the class themselves will find many familiar words, which they can speak, but cannot write.

4. Reading and writing advance side by side; they are, both of them, *language*, the former using the eye and the tongue, the latter the eye and hand.

Selecting from these familiar words a set that contain the short sound of each vowel—as *kat*, *set*, *bit*, *log*, *bug*, &c.; a word of instruction tells the class, that these letters stand for two sounds, and we have to *guess* by the *sense* which is meant. "Does *kat* spell cat or Cate?" Ans. "It spells both." "Well, 'The cat or Cate catches mice,' in that sentence which does *kat* spell?" Ans. "Cat." "How do you know?" Ans. "By the *sense*," &c.

And so progressively the class advances until it has learned for A four sounds; for E two; for I two; for O three; for U three; and for the very few ambiguous consonants, which have no other letter to express their anomalous use, their double or triple power.

The class are now *phonetic* writers and spellers; and the record of phonetic triumphs in England, shows how brief a time is needed to teach

thus far; while the bright intelligence and cheerfulness of a class under such training, would make the longest road seem "the shortest way home."

Let it be observed here, that the class have learned to *talk* well what they know, have learned to use their senses for observation, and can now write or print whatever they can speak.

5. *Phonetic* spellers and readers are shrewd *guessers*, at the meaning of a word when disguised by English spelling. They are far abler to read, than any ordinary A-B-C conqueror is, to make out of "be a ka e ar," the simple word *baker*.

Now, and not until now, begins the necessity of giving the learner a book—a *Reader*.

The necessary limits within which this outline must be confined, will not allow so full illustration of the remaining principles discussed under the head "Language." Enough has been given to show the application of several of our introductory principles to this exceedingly elementary department of a teacher's duty.

Thus far, we have taught the child to talk, and faithfully to draw, as it were, the pictures of the sounds it utters. Now comes the labor of teaching the child to recognize, in the caricatures which we call words, the same sounds which it has learned to pronounce, and write. In other words, we have treated of "talking" and the "alphabet," and have now come to "spelling" and "reading."

1st (contin.) LANGUAGE. "*Spelling and Reading.*"

We have said already, that "to spell words is one thing and to spell sounds quite another." In teaching, the two should be kept separate. Hence:

1. We need orthoëpic classes as well as orthographic ones. The former train the organs of speech, the latter train the eye and the hand.

In business, we never detect a man's faulty spelling until he is called upon to *write*. In actual life we are never called upon to spell a word *orally*. The most accurate proof readers will often fail in *oral* spelling. The most thoroughly drilled spelling classes *invariably* fail in written accuracy. Hence:

2. Spelling is an art learned by the *eye* for the guidance of the hand in writing. The *tongue* is idle when we write, and it is folly to train in school the tongue to do what it never needs to do again. *Spelling should be taught by writing*. Again,

If a man spells faultily thus "beleil" "recieve" "comon" "pursuade" "persue" &c. it does him but little good to be able to spell "phthysic" and "chevaux-de-frise" and "rendezvous" correctly. Hence:

3. We should teach ordinary spelling thoroughly ere we look up "puzzlers." Again:

In the various languages used by men, there are many valuable words, whose orthography we ought to know; but it is folly in the extreme to commit to memory a Latin Lexicon, without once looking at the significance of the words we spell. Equal folly is it for us to teach "perplexity" "reciprocity" "fatuity" "onerous" &c.; for, to childhood, these words are mere Greek. Hence:

4. Definition and use of words should go hand in hand with their correct spelling. Again:

In actual life, we never spell words for the sake of the *spelling merely*. We spell only when we wish to write; and then we use all sorts of words. Hence:

5. We need no *spelling* classes *distinctively*; but *all* our studies and *all* our classes ought to be "*talking, reading, writing and spelling* classes. Arithmetic ought, Geography ought, EVERY RECITATION ought to exercise the class in these four arts, which, in life's labor are never practiced *ALONE*, but always in connexion with some business or labor other than the mere reading, writing, &c. &c.

In support of this last and most important injunction, the following are alleged as facts, and every teacher is competent to decide whether they are facts or mere fancy,—viv: Large classes often spell well with the

tongue, but miserably with the pen. Scholars often write beautifully in their copy-books, but abominably when called upon to write a letter, &c. Scholars often can spell a spelling-book straight through, who cannot use one in ten of the words they spell. Classes will often recite well, who yet cannot write out the very words they repeated a moment before. Boys frequently read a lesson fluently, and yet cannot tell a single idea that is conveyed by their lesson. A teacher may, very often, by reading from a scholar's book, adding never a word, explain a dark puzzle, which the learner never dreamed was elucidated in the book, &c. &c.

Are any or all of the above assertions facts? If they are, they assuredly point clearly the road to improved teaching.

By "reading" is generally meant, the mere learning to articulate, inflect, &c. Of these exercises mention will be made under the head devoted to their consideration.

Let it be borne in mind that we are not aiming to set forth labor-saving methods; so far as teacher's labor is in question, we are fourfolding it in intensity, even while we shorten it in duration. Young children have a shamefully dull time of it, learning to read; and our hope and aim is to suggest alleviations of this stupid slavery to the alphabet and spelling-book, which renders our little boys and girls such living testimony against our professional skill. But, to return to "Reading."

In actual life we read for our own information; we read for the sake of catching the sentiment we read. Hence,

1. It is far more important (and far more difficult) to teach classes to read understandingly, than it is to render them skillful pronouncers of words. "I had rather speak five words with my understanding * * * than ten thousand words in an unknown tongue," says the teacher Paul. Yet nine-tenths of the children in this state, merely to gratify a longing after big leather covered reading books, do stammeringly read "ten thousand words in an unknown tongue," and too many teachers never dream of asking, "understandest thou what thou readest?"

2. Every word of every reading lesson should be thoroughly understood, ere the lesson is connectedly read.

3. For young classes, the teacher ought carefully to explain and familiarly paraphrase every reading lesson, and (as an exercise in writing and spelling) require an accurate transcription of, at least, a paragraph or two, as the regular preparation for the recitation.

4. More advanced classes should make this paraphrase for themselves, and write it out fairly, learning to use their dictionary as the companion of all their studies.

5. The mechanical training of the vocal organs should not be based upon the reading-lesson, but should stand by itself as a mechanical exercise.

6. All the lessons of school should be treated as reading lessons, and be carefully read aloud by the class ere they be given up for recitation.

It must be borne in mind that we define reading, as a branch of school training, thus: Reading is the art of understanding the thoughts of others when they address the eye either in script or print. Vocal excellence is quite a different attainment.

Our schools too often teach the voice to read, and let the understanding go uncultivated, in this exercise.

1st (contin.) LANGUAGE. "English Grammar."

There is usually a prejudice existing in the minds of parents and children against the thorough pursuit of this department of language. This prejudice is well founded if the study be pursued by the book, and accomplished in the same way that tables of weight and measure are mastered. Equal folly is it to attempt to teach a child the "art of speaking and reading and writing" his vernacular language, by the use of a grammar one hour a day, if he listens to and uses faulty forms of speech all the rest of his time.

1. Having learned by use one language fluently, and then studied the laws of its formation and construction, we are then able, in learning a sec-

and language, to derive aid from its grammar. In our schools, where as yet, the English language is imperfectly used, it is of but little value to the learner to know, that "a verb must agree with its subject in number and person," or that "I, my or mine, me" are the three cases of the 1st Personal Pronoun; of little value, that is, in the matter of learning to speak and write correctly the language. We use language in unconsciousness of its laws. We use it just as we breathe, without pausing to ask what muscles shall act and what rest inactive. Hence:

2. The study of English Grammar should never be allowed to outstrip the child's ability to use the language correctly, but should be pursued, as an exercise teaching the child to classify *familiar* words, pointing out their syntax, and ascertaining their precise power and office in a sentence. For,

3. English grammar affords the simplest and most truly progressive exercises in generalization and abstract thought, that can be devised for childhood. This is the true value of the study. As ordinarily pursued it is valueless.*

A Book usually makes a scholar deem the lesson one to be merely memorized; a memorized lesson from a grammar is invariably useless, nay, injurious. Hence:

4. A teacher should have half a dozen grammars for his own use, but should teach his classes, particularly his younger classes, *orally* or by black-board; and the class should study grammar from the reading book and from original sentences, using slate and pencil for every lesson.

Parsing, when confined to an *oral* exercise, is rarely studied by a class before the recitation hour. It usually degenerates into a mere repetition of certain gibberish, learned by constant exercise and repeated by rote. Hence:

5. Exercises in parsing should be continually varied, so as to exclude any mechanical habit. *Written forms of synoptic parsing* should be required frequently; and the phraseology of recitation should vary from week to week.†

In the study of a language there are two main divisions. (1.) Its logical force or meaning, and, (2.) its grammatical laws or mechanical construction. We have alluded to exercises in paraphrase, as important preparation for a reading lesson. This exercise takes hold of the logical department. As a final and *test* exercise, by which to prove the attainment of a class in the technical or mechanical mastery of language—the following is offered.

6. Grammatical paraphrase is an exercise perhaps the most compendious and difficult that can be devised for this branch of study. By it is

* See Smith's, Green's, Wells' and Weld's Grammars; seeking not for specimens of critical skill, but for exercises of simple beauty for young classes.

† *Synoptic Parsing* is used for the sake of condensing much matter into small space, in many grammars. As an important aid in study, or as lightening a teacher's labor in school, we do not often find it. A specimen is subjoined of written parsing, as applied to nouns and verbs. A glance from a practiced teacher will detect errors in exercises thus arranged, while hours of labor, without this condensation on the part of the scholar, will hardly suffice to correct seven or eight exercises.

EXERCISE. Sentence.—Little children, love one another.

| | | | |
|-------------------|--|-------------------|--|
| Syntax. | Children love. | Syntax. | Children love or love ye. |
| Pt. of Sp. | Noun. | Pr. of Sp. | Verb. |
| Class. | Common. | Class by form. | Regular. |
| Gender. | Common. | Class by mean'g. | Transitive. |
| Number. | Plural. | Voice. | Active. |
| Person. | Second. | Mood. | Imperative. |
| Case. | Nom. or Indpatt. | Tense. | Present. |
| Rule illustrated. | "The subject of a finite verb is always in the Nom. Case,"—or "The name of a person or thing addressed," &c. | | |
| | | Person. | Second. |
| | | Number. | Plural. |
| | | Agreement. | Children or ye. |
| | | Rule illustrated. | "A finite verb must agree with the meaning of its subject in number and person." |

meant, the production of two sentences or paragraphs, whose *sense* shall be diverse, but whose syntax and grammatical quality—i. e. whose *parsing* shall be absolutely identical. A short specimen is subjoined.

Sentence. "Wit *is* to life, *what* bells *are* to horses, not expected to draw *the* load, but only to jingle while the horses draw."

Paraphrase. Rest is for labor, *what* ebb-tides *are* for floods, never intended to rule *the* ocean, nor even to last till the waves return. This paraphrase is faulty intentionally, in the words "ebb-tides," (compound) "bells," (simple); "horses," (com. gend.) "floods," (neut. gend.); "last," (neuter) "jingle," (active); "waves," "horses"; "return," (regular) "draw," (irregular.) A *perfect* paraphrase of this sentence is possible, except of the words in italics, which have no grammatical equivalents in our language; let teachers test the difficulty of this exercise by trying this sentence.

7. An appetite, a motive for this study must be sought for, from the love which all minds have, to do original thinking. Experimentally it has been found the most intensely fascinating study which can be offered to a learner. That English grammar is *usually* interesting or useful in our schools as they are, cannot be truly affirmed. The fault is not in the study, but in the incapacity of the teacher.

1st (contin.) LANGUAGE.—"Analysis and (synthesis) Composition."

The inquiring teacher will find so much practical matter upon these two points in "Green's Analysis" and "Parker's Exercises in English Composition," two very cheap and accessible school books, that little more in detail needs to be said here.

One exceedingly comprehensive and valuable exercise should be mentioned.

Each evening, let from two to six words be announced to *all* the school that can write. Let these words be important and useful ones; they should be, if possible, *radicals* and not mere derivative words. Every scholar that can, should prepare a written exercise *at home*, embracing the following points. (1.) Spelling. (2.) Notation of the orthoëpy; (3.) Definition; (4.) Part of speech; (5.) Illustration by an original sentence;—of the meaning and use of each one of the six words. 6. Syntax of each sentence.*

The teacher should from time to time limit and vary the subjects, upon which the scholar shall compose his *true* sentence; one day Geography, next History, next Grammar, &c.

In preparing this exercise, and in the various recitations based upon it, more profitable study may be secured than by any other one study that can be devised.

For advanced classes may be added to the above requirements—7. Analysis of each sentence. 8. Derivative words based upon the words given. 9. Synonymes and Paraphrase. 10. Metre and prosody, &c. &c.

We take leave of this subject, LANGUAGE, only requesting of every teacher to think out some course of instruction which shall consist with our fundamental principles, and still make this department as relatively important in school, as it must evidently become in life. Men are oftener *thought-tied* than *tongue-tied*; slower of mind than of speech; blind in their reasonings often, when the fault is unjustly laid upon their style.

In brief, then, it is here claimed; *That spelling, reading, grammar, composition*,—LANGUAGE—as studies, should address and develop the mind, rather than the *mere* eye, tongue and hand. That their usefulness should be demonstrated in every part of school exercises and intercourse, rather than in set classes and formal memory or practicing lessons.

* Example of this exercise. Man-uscript (n. and adj.) Definition. A piece of writing; any thing written by hand; adj. Written by hand.

Illustration (as a noun.) In the Patent Office at Washington, may still be seen the original manuscript of the famous Declaration of Independence.

2d. ARITHMETIC AND MATHEMATICAL INSTRUCTION.

We now touch the main study that is taught in our schools. The reasons why it is made so prominent a branch of instruction in all our schools, is not easy to give. Arithmetic, as a matter of fact, is a far less useful study for educational purposes, than language.

We have already seen with regard to the study of language, our fundamental principles working some change in the usual methods of teaching spelling, &c. In like manner, it is believed, our mathematical instructions need some little change.

Numbers are exact; mathematical rules are without exceptions, and the reasonings absolutely demonstrative. Hence:

1. The value of arithmetic as a study, is found in the illustration which it gives of absolute exactness and truth of reasoning and result. Mathematics alone afford this training.

Words in general have six or seven different significations; sentences nine times in ten, even the compositions of our best authors, are, critically speaking, ambiguous. Mathematical terms and propositions may be perfectly definite, incapable of the least shade of ambiguity. Hence:

2. The value of arithmetic as a study, is found in the training it gives in concise and yet accurate speech and composition.

It is often difficult, in the ordinary studies of school, to draw the line between arbitrary facts and dependent truths or conclusions — (See Principles I. and II.) But throughout their whole range, mathematical studies yield readily to this analysis; there are but two sets of arbitrary facts, viz. Nomenclature and Notation. All else is inferrible. Hence:

3. The value of arithmetic as a school-study, is found in the ease with which a teacher can learn to teach it well. Possibly this consideration is the cause of its having universally assumed so prominent a rank in school.

4. Its practical value as an essential requisite for success in life, needs no mention. It is proper, however, to say, that, of the various principles taught in our arithmetics, comparatively few scholars use more than the elementary rules in after life; so that its practical value is, after all, less, far less, than many suppose. Merchants, Bankers, Mechanics and Farmers—all—usually look to books and tables and mechanical arithmetics, for the solution of the few extraordinary problems they meet, which will not yield to the multiplication and addition tables. Hence, as compared with Language or even with Geography and History, Arithmetic, as a practical attainment is of slight value, if we may judge by the habits of men whom we meet.

The following propositions, introductory to the brief practical suggestions given to the Institute, are here brought together, for the sake of convenience.

1. To be able to get the answer to every example in an arithmetic, implies no arithmetical knowledge of any value. In life we work to find an unknown result. In school we too often work to find a known result. Often does it happen that the learned Sophomore, fresh from his mensuration and surveying, stands helplessly wondering, what the area of his father's hilly farm may be, or wisely guessing at the altitude of his village spire. So, too, the ciphering school boy, never dreams that life will furnish him questions enough, but never a convenient "key" to tell him when he answers rightly.

2. The converse of the first remark is also true, viz.: Failure in obtaining the right result to a question in school, by no means implies arithmetical ignorance. This is obvious.

3. Simply to pass through an arithmetic, absorbing its teachings, is almost profitless. Such a course throws away the valuable training which has been spoken of, viz.: Discriminating between those parts which must be from their arbitrary nature simply received—absorbed by the mind,—and those more living parts and truths which ought to spring up and grow in the mind of the learner; neither is any use made of the invaluable training to exactness of reasoning which arithmetic affords.

4. To go through the arithmetic using "baby-talk" or childish redundancy

and inelegance of expression, either in teaching or in recitation, (and this is all too common in our best schools) throws away another element of value already mentioned, viz: Training to concise and elegant speech. "How many times will 4 go into 8?" "9 wont go exactly into 83 for there's two over!" "To prove whether I've got the right answer to this *sum*, I add this and this together and then if it's like that it's right!" (Quotations from schools visited in Litchfield Co.) How much better for a class and teacher understandingly to say—Divide 8 by 4 and what will be the quotient. 9 will not measure 83; or 83 is not a multiple of 9. To see whether my *work* (not answer) is correct, I add the remainder to the subtrahend, and if the sum equals the minuend the work is correct. It would be easy to illustrate further and more strikingly this point. Space will not allow. Let it be borne in mind by the teacher that every substantive idea that can arise in Arithmetic, has its own appropriate name—*exclusively its own*. Circumlocution need rarely be resorted to.

5. Merely to assign lessons, and look at "answers," to see that they agree with the "key," may be easy teaching, but it is not good teaching. Two, or at most, *four* ordinary examples from our arithmetics, are *more* than a class can *properly* study. They can *get the answers* to twenty, with very great ease; but they cannot get the training which arithmetic lessons should give. A mathematical *reasoner* is as far superior to a mere accountant, as the human voice is superior to a sweet organ-pipe.

These introductory principles are of value as guides in teaching. A few illustrations of their application in elementary instruction are subjoined.

We have said that Nomenclature and Notation are the only arbitrary facts within the scope of Mathematical instruction. In the following dialogue, the teacher's questions are designed to excite the learner's mind to thought; wherever an arbitrary fact or name is given by the teacher it is italicised.

[*Mem.* The class is supposed to know how to *count* orally from 1 to 100, and to be able to make the figures 0 to 9 understandingly. The lesson is upon *Notation*.]

T. Count from 1 to 10; who can? Sch. "1, 2, 3, &c." T. "From 10 to 20; who?" 2d Sch. "11, 12, 13 (*thirteen*, *fourteen*, &c.)" T. (to 1st Sch.) "What was the last word you said?" Sc. "*Ten*." T. (to 2d Sch.) "What did you say after 12?" Sc. "*Thir-teen*," T. "You, (1st Sch.) said *Ten* and you (2d Sch.) said *Thir-teen*. Which is larger?" S. "*Thirteen*." T. "How much larger?" S. "*Three*." T. "What does *Thir* sound like?" S. "*Three*." T. "What does *teen* sound like?" S. "*Ten*." T. "What does *Thirteen* mean?" S. "*Three and Ten*." T. "14?" S. "*Four and ten*," &c. T. "*Ten*" *always means "and ten,"* and "*Ty*" (after similar questions upon 30, 40, 50, &c.) *means times ten*," &c. until 100 can be *written*.

T. "After you had counted 9 *ty* or *tens* and 9 units more, what did you say?" Sc. "*Hundred*." T. "How many hundred?" Sc. "*One hundred*." T. "Yes. Write *One* for me on the board. Write one *Ten* for me. Write one *Hundred* for me. How many units (Note—this abstract term *unit* is nonsense to a child. It should, in instruction, always be associated with some convenient thing for constant use—as a shot, or grain of wheat, or barley, or small bean—small enough and cheap enough to allow the teacher to make successive bags of ten, hundred, and thousand for the sake of clear illustration.) How many shot did you count before you said *Ten*?" T. "How many shot make one *Ten*-bundle?" "How many *Ten* bags did you count before you said one *Hundred*-bundle?" "Now if I put one shot into this *Hundred*-bundle (doing it as the remark is made, thus addressing the *eye* as well as the ear) how many shot?" Sch. "One hundred-bundle and one shot," &c. &c. T. "What shall we call this, now that I have put together one hundred-bundle, nine *ten*-bundles and nine shot?" S. "199." T. But now I add another shot, and do up the whole in *two* bundles. Two what?" S. "200," &c.

T. "Now here's a bigger bundle yet—(showing a bag with 1000 shot in it)—it's full of hundred-bundles. How many units (shot) in this little bundle?" S. "*Ten*." T. "How many little bundles in this *hundred*-bundle?"

dle or bag?" S. "Ten." T. "How many hundred-bags do you *guess* there are in this new bag, which you never saw before?" S. "Ten." T. "Now listen. *We call this bag the thousand bag. &c. &c.*

Not to go further in this diffuse style,—it must appear evident to every teacher,—(1.) That a class would be fascinated by such teachings; and (2.) that they would understand—the *bundle or bag system*, at least; and (3.) that if these ideas can be transferred to the black-board and slate, Arabic notation is taught.

Draw the outline of these bags upon the board, put a number upon each sketch, gradually lose the bag shape, and let the figures stand, and in the mind of childhood the well-taught lesson will be found to remain.

The converse of this operation—Numeration—may come up thus: there are fifty roads by which a teacher may reach the same truth.) T. "In Mr. ———'s barn, I saw him trying to measure how much shell'd corn, and oats and potatoes and apples there were on his floor; and he worked away and found that all mixed together, there were 100 bushels; of what? of corn? of oats?" T. "Well, he knew how much the oats were worth a bushel, and the corn and the potatoes; but how shall he find out the value of them all?" S. "He must get the oats together and the corn together, &c. &c." T. "I guess he'd get tired of the job, picking out the corn from the oats; next time he'll be careful not to let them get mixed. But here I have some *millions* and some *thousands* and some shot, all mixed together; what shall I do first?" &c. &c.

Advancing to addition we find the same style of illustration practicable, using the "bag system," and requiring the child to do by eye and hand, the very same thing which we wish him soon to do with the mind *only*. The "*carrying one*" is no arbitrary fact to be memorized, for whenever the child has found 15 shot on the table, he has always made by *common sense* one ten-bag and had five shot remaining.

It is not proposed to write a treatise at this time upon arithmetic. If a teacher adopts the suggestions already made, and illustrated *elementarily*, he will find as he advances in teaching, that from "Notation" to "Miscellaneous Examples," in any arithmetic, there is no necessity for the child to study or memorize a single rule for an *operation*. If the teacher is ready to *give* the notation and the nomenclature clearly, every other part of the entire science of numbers, will be found ready to spring up, whenever the attention of the learner is drawn to the subject in its proper place and with its proper connections.*

There are two departments for labor and attainment, in the pursuit of arithmetic. One we have discussed already as most highly important, the department of *mental* training. But besides this should be noted and cultivated, *manual readiness* and neatness of work. To know *how* to satisfy a problem is, of course, first and most important; to do so rapidly and neatly is an important accomplishment and should be carefully sought after by every thorough teacher.

Recitations in arithmetic should be—1. *Fluent* explanations of the operations required by the various examples, using words mathematically, i. e. concisely and exactly. 2. Examination of the style of ciphering, &c. 3. Solution of examples, more or less of them upon the black-board. N. B. Every recitation should have its written exercise, to evidence that every scholar has done some *thinking*, since the last recitation. (See remarks upon Language.)

Teaching should be conducted by questions, and never by the rehearsal of rules or set forms of expression, except in giving arbitrary laws of notation, etc. The idea should be thoroughly developed in the mind of the learner, before any set language be allowed. Teach the thought first; then give the words, or require the rules of the book to be memorized.

* (Manifestly many of our Arithmetics are faulty in their arrangement; as they do not allow this strictly progressive and productive character to be observed by a teacher. The arithmetic usually known as "Thompson's Practical Arithmetic," is in general use, and is as little liable to criticism upon this score as any with which the writer is acquainted.)

To memorize a rule first, and then work by it, makes arithmetic a mere empirical puzzle book and key. To think out an operation, and then describe that operation in language, makes arithmetic a noble begetter of close thought and accurate speech.

Large classes of *unequal* individual attainment, are no material disadvantage, if instruction be imparted as suggested above. Large classes, short lessons, much thought, few words, neat penmanship and slow growth, will help to make good arithmeticians.

A thousand detailed hints are omitted here. The principles already discussed imply them all, and, if adopted, will assuredly bring the teachable teacher to a better comprehension of the whole matter, than any words or hints of another. One only in addition to what have been already given.

The skillful teacher will *compose* more examples for the exercise of the classes in arithmetic, than he will take from the book. Commercial problems from a newspaper of late date; domestic problems suggested by a thousand incidents observed in "boarding round;" social problems taken from the tax books and census returns; questions such as these are the questions which the learner must deal with in *life*; why not then in *School*?

3rd. GEOGRAPHY AND HISTORY.

In discussing the subjects Language and Arithmetic, enough has been said, to make evident the style of teaching, and illustration, which are deemed desirable. Therefore, in the discussion of the present and succeeding subjects, a brief statement of points worthy of attention must suffice.

1. The indiscriminate use of Geography in schools,—the habit of rushing through the book or atlas—learning a lesson one day *merely for recitation*, and forgetting it the next, neither teacher nor scholar clearly perceiving the value of the study; is certainly very objectionable.

2. Studying lessons about Kamschatka and the Fejee Islands before the contents of one's native county are known, seems rather absurd.

3. Talking about seas, lakes, oceans, &c. when the learner deems every puddle a lake, and every brooklet a river, and every inland lake he ever saw, an ocean, may indeed be *talking* geography, but it surely is not learning any thing either useful or true.

4. Describing the political divisions of Europe before the political divisions of Connecticut are known; learning the boundaries of New York, ere the scholar has *practical* sense enough to describe the boundaries of the school-house, or the town in which he lives; these and similar upsettings of natural order, may, indeed, make a showy class—may win applause from an undiscerning committee; but they surely do not give *useful* knowledge or discipline of mind to the learner.

Similar criticism may justly be passed upon many loose methods of teaching and reciting History. It is believed firmly, that every study that belongs properly to our public schools, may be shown to a class, as obviously so useful and desirable, that no further motive or stimulation to industry will be needed.

5. Singing classes, that in *unison* can sing all the names of the atlas in their proper order and place, give very showy results, and develop remarkable readiness in verbal memorizing. It is certain that little geography is learned.

Leaving this always easy task of fault-finding, some affirmative suggestions may prove of value.

1. In early youth, it is always so unwise to talk about things whose realization in the learner's mind is of necessity imperfect, that the first labor in every study should be, to ensure a perfect conception of the things, the names about to be used. Hence geographies always begin with definitions of terms. Let it be noted here, however, that to early childhood, definitions are as blind and dark oftentimes, as the thing defined. *This holds true of all definitions in every study offered to childhood.*

Very rarely can a definition of a term be successfully addressed to the ear of the young learner. Ear-knowledge must be explained to the eye.

Eye-knowledge must have its definitions addressed to the ear; and, in general, it is a law of early childhood, that: *Successful definition or explanation must enter the mind by a different avenue from the one by which the thing explained seeks admission.* As a scholar advances and gains power of conception and of language, of course this law becomes less and less widely applicable, but is never entirely forsaken.

All geographical terms, all expressions of size and distance, require express development by the teacher. The concise words of the book are always more easily learned; but it is claimed here, that in such a course, nothing is learned but the words. The hill, the valley, the puddle, the brook, the bounded field, &c., are *little* geographical facts which address the eye. These are available, therefore, as definitions. Maps of the school-room, of the yard, of the farm, of the village, should precede maps of the world, &c.

2. Relative size and distances. Here is a most difficult subject to teach well. But it can be accomplished. Beginning with things known and measurable, and mapping them, (e. g. beginning with the inkstand, next the desk, next the room, house, lot, field, town, county, state, &c.) it is easy to call the attention intelligently then to the fact that maps of the same size, are often representatives of very various magnitudes. Finally, one large map of the world, (Bidwell's Hemispheres) large enough to exhibit Connecticut, may then, with some hope of success, be used to give some idea of the vast globe.

3. The geometry of our maps—(the meridians and the parallels) may, in the same progressive manner, be brought within the comprehension of a class.

4. Topical knowledge, of boundaries, population, products, &c. should begin at a center—the school-house,—and radiate, or rather, circulate round it, in larger and larger arcs, as long as the study continues. It is not urged in these hints, to throw aside the Geographies in use, as being useless. It is only urged that the *order of arrangement* followed by them be thrown aside, and the books retained and used as we use a dictionary; not to read straight through, but to consult when we wish to obtain some precise information. This is the use which a teacher should make of all text books in school.

5. Fifty copies of any commercial paper, all of one date, will be found suggestive of more interesting and useful geographical, arithmetical and miscellaneous yet useful questions, than any one term of study in a school will suffice to answer. The lad who can answer all the geographical questions that rise in any *one* copy of the N. Y. Tribune or Journal of Commerce, is more truly proficient in the study, than one who can repeat a gazetteer word for word; the former has practical, useful knowledge, the latter has only "*book-learning*".

As well here as any where, it may be remarked, that a newspaper is about as cheap and useful a school-book as can be introduced into our schools.

6. In connection with History, Geography becomes very interesting and useful. A map of every battle ground, drawn on the slate or black-board, goes far to break up the monotony of a memorized recitation in History. A checker-board map of Philadelphia, does more to teach its peculiar squareness of corner, than any amount of recitation.

7. To cultivate the memory *alone* in the study of history and geography, is unwise. Yet it should not be neglected. Let a class be divided in two equal parts. Then let these two divisions *alternate*, one of them memorizing words closely, and the other reciting in their own language. Thus one-half of the class will *explain* for the benefit of the other, while, if the alternation be observed, no injustice will be done to either half.

8. Mapdrawing *from memory*, is invaluable. Let it be done on the black-board—the floor—the marble ground, and even (if need there be) upon the fence.

Finally. When the teacher is assured that geographical ideas are really in the mind, then, and not till then, is it profitable to memorize and recite

definitions, which now stand as mere exercises in language, just as was observed of rules and principles in arithmetic.

Similar principles should guide the teacher in conducting recitations in History. Every town in Connecticut has its local history; and this local history which every child may learn from its parents, (at least some single fact may be so learned by every child, so that the aggregate will form at school a local history) will be found to have very immediate connexion with the history contained in the book; and just as soon as this connexion becomes obvious to a class, so soon does the study cease to be mere memory of dry words. How and when the meeting-house and school-house were built; how the nature and time of election, town and state, happen to be as they are; why some towns send two and others but one delegate to legislature; why they go sometimes to Hartford and sometimes to New Haven, &c. &c.—such questions as these are the proper introduction to history, and are surely much more useful, practical and interesting, than to begin, "Who was Ponce de Leon?" and then grind on through France, Spain and England, with a multitude of hard names and old dates besieging the memory, and perhaps never reaching or learning aught of Connecticut.

Recitations in both Geography and History allow the preparation of written exercises with very great advantage. A scholar cannot be weaned too soon from the habit of waiting for a question and then answering just it and no more. Every recitation ought to tend to a development of *language*, as has already been observed. "Tell what you know about the Settlement of Connecticut," is a far better question than "When was Connecticut settled." The former requires a sentence, a long sentence for an answer; while the latter requires only a date. Few men are able to tell what they know about a subject. Hence the value of school training to attain this valuable art.

4th. PENMANSHIP AND DRAWING.

1. Exercises in imitative hand-work may precede alphabetic instruction with great profit. Early to observe shapes and relative magnitudes can be trained in no way so well as by encouraging playful drawing.

2. The training to write, and the training to elegant penmanship, are distinct departments. It has been said already, that the alphabet should be learned by the eye, ear and hand, simultaneously. Letters should be copied, nay, words should be written and sentences constructed, long before a child is put through a course of "pot hooks and trammels."

Just as in Language, a distinction was made between the logical and the technical construction, so in writing (which is but a department of language) there is the—(1.) writing for the sake of the *sense* written, and, (2.) writing for the sake of the *forms* written. Of these two, the former is more important, though there is no need of either being neglected. Lawyers usually *write*, yet but few lawyers are penmen. Hence:

3. It is claimed that the hours and days spent in *copy-book* writing, if they are intended as the *whole training* to be given in this art, are an almost useless waste of time. If every recitation in school requires a previously written exercise, a little attention to the mechanical execution of each exercise, will do more for the *writing* of the school, than a dozen copy-books to each scholar.

It should be borne in mind, then, that although the copy-book is of value, yet its only value is to teach the best *forms* for letters. To prepare elegant manuscript, elegant letters are of but little importance, compared with even margins, distinct paragraphs, use of Capitals, absence of blots, neatness of erasures and interlineations; and in the various writings for business, mere letter-shapes sink into insignificance, if the clerk understands the symmetry of shape, of arrangement, of folding, filing and superscribing all the various papers he must handle—notes, letters, drafts, receipts, orders, bills, accounts, &c.

We never use copies and copy books for writing after we have left school; why not, then, let school writing be done on letter paper. The best copy-book for any school is a half quire of paper and a cheap port-

folio; and the best copy for any scholar is miscellaneous writing, supervised by an intelligent, quick-eyed teacher. Let it be borne in mind that no labor-saving device is intended in any of these suggestions. The true teacher must work.

4. Whenever a scholar evinces an aptitude for drawing, instead of forcing him to some unlawful indulgence of it upon his desk, or the school door, or in his school book, where some grotesque caricature stands as testimony of his skill; time and paper and pencil should be allowed; but in most small schools, classes for drawing would prove difficult and profitless. Few teachers are competent to superintend them, and still fewer parents would allow the expenditure of time and money necessary for the attainment of any considerable excellence. Maps, machines, problems in arithmetic, illustrations of domestic utensils of value, (as parts of a *common sense education*) should be drawn frequently. Every teacher should learn to express any shape desired, upon the black-board; ability to interest and benefit a class is increased thereby fully one-third. Weights and measures, shapes described, fields, &c. &c. should frequently be sketched upon the board, and offered to the school to imitate and excel.

A teacher that cannot use a black-board to illustrate any thing and every thing, is but half as effective as he might be.

5th. ARTICULATION AND VOCAL EXERCISES.

1. The division of this subject into two parts, as given in the heading, should be observed also in practical teaching. Many a noisy man fails to "make himself heard" as he thinks, when the defect is really one of articulation and not of sound. Vocal or voice, or vowel-training; and consonant articulation form two distinct branches of instruction and practice.

2. Learned physiological directions are out of place in an ordinary school. To draw a long breath and retain it a long time is good practice for the voice; better still if accompanied with sharp exercise or exertion. Let boys try who can draw a breath, and run farthest without renewing it, &c., &c. Upright position, prominence of chest and square shoulders, every careful teacher will strive to attain for his school, independently of their value in vocal practice.

3. Vowel sounds, exploded and protracted; long messages spoken at a distance; shouting at recess and while going to and from school; imitations of domestic animals, singing, &c.: all of them given and received not as *tasks*, but as real buoyant fun, are the best vocal practice attainable—a thousand times better than all the dull reading that was ever invented. Add to these helps, one general rule, that *recitations must always be audible across the room*, and vocal practice will have had its full share of attention.

4. Correct articulation is more difficult to secure; it is so for various reasons. Few teachers are able to articulate with clearness and precision themselves; all a scholar's out of school practice tends to promote carelessness, and fix permanently faulty habits; exercises designed to promote elegance in this art are dull and mechanical, requiring wearisome labor on the part both of teacher and class. These and many similar considerations have virtually expelled from our schools all practice in this art.

Unless an interest on the part of the learner can be excited in this pursuit, of course it *should* be omitted in school. We should adhere to our principles and excite an appetite ere we offer food.

1. Place two scholars at extremes of the room, or better yet, two or three rods apart in the open air, and require one to dictate, if he can, so that the other may write, *detached* words, such as *maim, name, bed, dead, shoe, should, decrease, decrees, post, boast, weather, whether, &c., &c.*; indeed, any simple word, without any context from which to guess the sound meant, will be found nine times in ten, utterly incommunicable from scholar to scholar. Now let the teacher show that such words *can* be enunciated so as to be never mistaken. Show that loud speaking is not so valuable as distinct speaking. It will be found that the practised teacher

can *whisper* a single word, so as to be understood at a greater distance, than any scholar can overcome by the loudest shout. To shout "me," "knee," irregularly interchanging them and yet be clearly understood at a distance of twenty rods is more than any, save the most highly practised elocutionist can do. Let this inability of both teacher and scholar be made obvious in every possible way. Devise games, and set the scholars to finding hard words, and in this pleasant, irregular way much may be done.

2. Orthoëpic spelling calls attention to sounds and trains the ear, though as a practice to the organs of speech it is of but little value. By orthoëpic spelling is meant: spelling a word and then returning to describe the sound of each letter or group in the word, according to the pronouncing key in the spelling book or dictionary. Thus:

"H-e-a-r (har) t-y (ti.) A dissyllable. Accent on the first syllable. *H* is a breathing having no vocal sound (let the breath be given here); in this word it becomes vocal by taking the vowel *a* and we have *ha*. *E* is silent. *A* has the Italian or open sound. *R* is almost silent when it ends a syllable, here it has a slight trill. *T* &c., &c. It would certainly sound strangely to hear such talk as this in one of our district schools, from either scholar or teacher. Nevertheless, it is *true* talk and may be made interesting and profitable.

3. Whispering classes, whose peculiarity it shall be to recite in a whisper, and yet be understood across the room, will be found to train articulation very rapidly. The interest in them is soon exhausted; their charm lies in their novelty, hence they should be used sparingly.

4. Unison exercises, made as one voice by "beating time" with the hand, and articulating at every second beat.

5. Care that the practice and instructions of these exercises be not annulled by neglect of speech everywhere else. All the school should be trained as critics of the speech of all the school all the time, and the ear of a teacher should be so trained as never to allow an error in speech to pass uncorrected.

6th. DISCIPLINE; *Order of Exercises, Rolls, School Government.*

1. The difference between a truly professional teacher, and one who simply has *knowledge* enough to teach, lies mainly in the fact, that the former has a system, and knows each moment what his great purposes are, and is able to say at any time just what he expects in the future as to the nature of his own daily labors; while the latter lives "from hand to mouth," unable to plan a scheme, and perchance unable to execute one if devised for him. They differ, just as a Liverpool-packet master differs from Columbus; the first starts from New York to make Liverpool and no other port. The latter setsail and kept sailing "to see what he could see." Undoubtedly Columbus was the greater man, yet passengers would usually prefer a voyage with our modern packet-master.

Every teacher should have a system. A faulty system is better than none at all.

2. No headway can be made without classes, definite and regular; without an order of daily exercise; without precision of time and class changes; without connection between successive exercises of the same class; without accurate rolls; and without parental acquaintance and co-operation, or at least approval.

Classes are usually too numerous and too small. Schools such as are found in this state, rarely require more than four or at most five classes. Each class can profitably enjoy but four recitations; and many of these, as writing, geography, and ALL memory recitations, may be held, uniting two or more classes.

True, discontent will arise in all our irregular schools at such a step as economical classification. This discontent the teacher must endure for a time, it will very soon pass away. Varieties of text-books is an evil which seems larger than it really is; a thorough teacher will be above text-books, and so, independent of them. But this evil can be, by a faithful and prudent teacher much lessened if not altogether removed.

The roll book ought to show— 1. Attendance; 2. Punctuality; 3. Conduct; 4. Character of each Recitation.

It will be found that three grades of recitation are as many as can be distinctly discriminated, viz.: excellent, (worthy of praise,) good or tolerable, (such as the mass of scholars are wont to give,) bad, (implying culpable neglect or idleness on the part of the scholar.) The same grades are available for the recording of conduct. Any notation may be used; it is recommended, however, that *good* or *tolerable* be always denoted by the *absence* of any mark, as, in this way, time and manual labor are economized.

The roll book should be of such form as will allow a monthly abstract from it to be easily made, to be sent to the parents of each scholar.

The *faithful* teacher will, next to the Bible, study the roll book of his school. In it, if properly kept, he may read his past history, his present success and the grounds for labor and hope in the future. The roll book is the central wheel of the school machine; the teacher is, indeed, the soul, but without a well kept roll, he is a wandering, uneasy soul, bodiless and confused.

System, order, regularity and intelligent teaching in a school will cause a teacher to forget the bug-bear government; a well *taught* school needs no government. The Institute wisely devoted little time to *talk* about school government; nothing can be more profitless. If we can "*educate*" (see introductory principles,) we can govern, and never know that we are doing so.

Instead of any suggestions which might with interest be introduced here, it seems better to leave the subject abruptly, referring the teacher to a treatise which says all that can, or need be said upon the subject—"The New Testament of our Lord and Savior Jesus Christ"—a guidance surely as safe as it is complete.

7th. MUTUAL RELATION OF PARTIES INTERESTED IN A SCHOOL.

The attention of the Institute was at various times drawn to this subject. Except one brief half hour, no time was allotted to its exclusive consideration.

It is, no doubt true, that each of the five parties, parents, teachers, scholars, school officers and the public, have their own *peculiar* duties. Yet little that is valuable will be accomplished, if either one of these five parties sets itself up to criticise or condemn the others. As a caution and an injunction appropriate to all five, it may briefly be said:

Beware of fault finding; it is very easy to detect fault! Be industrious, laborious; the school needs us *all*.

The following is a brief outline of the duties of these five parties, respectively.

Parents—To sustain the responsibility, and *they alone*, of securing the welfare and education of childhood. Reward and punishment is in their hands. Supervision of a child's habits, neatness, punctuality, &c.—honesty, manliness, &c.—religion, politics, &c.—in short, the *entire* responsibility for childhood's welfare, has been laid by the Creator upon the parents of the child.

Teachers—To accept temporarily, such a share of the duties that primarily devolve upon parents, as can be more conveniently and thoroughly discharged by a school, than by a family-organization. Intellectual exercise, access of information, social training, require a kind of supervision, which parents cannot readily exercise. But the teacher is, or ought to be, if parents were faithful, only auxiliary, and never principal in the estimation of childhood.

Scholars—To render, during the years of their dependence, a willing, intelligent and entire obedience to the wishes of parents, and of teachers, *so far as they express the parental will truly*; to practice those virtues enjoined upon them by superior wisdom and experience, always trusting willingly the guidance of those who merit such confidence.

School Officers—To oversee the building, premises and finances of the school; to protect, sustain and defend the character of both teachers and

scholars, as long as they are members of school; to educate and care for the community in all school matters; to *observe* and *advise* with a teacher as to the interior management of the school, in no case interfering with a teacher's labors, nor attempting to practice teachership in school themselves, unless requested to by the teacher himself.

Public in general—To bear the expense of schools; (the school fund *by itself* never did, and never will sustain a decent school any considerable time;) to attend school meetings and insist upon knowing from officers what has been done; to avoid gossiping rumors and tale bearing; to encourage weary teachers by giving them good homes, honorable rank and suitable compensation; to vote intelligently in such a way as will ensure success to every general State movement in behalf of schools and teachers.

From these general outlines which have been sketched with little regard to accuracy of phrase, several important specifications of duty should be inferred.

Parents *as they are*, and parents *as they should be* are very distinct classes,—as widely different as are ordinary teachers and truly professional teachers. There is many an orphan whose parents are living. Hence, oftentimes the teacher must act both as parent and as teacher; and in such cases parental responsibility actually rests upon the teacher. Too often may teachers be heard saying, "he's got such a father that there's no use in trying to do any thing for him at school;" far better were it to say, "he has no good at home, I *must* do something for him at school;" for a teacher is not sent for them that are whole and need no teacher, but for them that are sick.

If a child has intelligent, faithful parents, expulsion may be often *expedient*; but for the neglected, and the poor, for the child of the outcast, the school is the only home; ye shall not banish him thence.

It is part of a teacher's duty to educate parents to *their* duty; and it is part of a parent's duty to educate teachers to *their* duty; a quarrel *always* implies culpability on both sides. Let the stronger bear the burdens of the weaker, for there is load enough to burden all.

If parents stand for rights, and teachers stand for law, and school officers stand for form and ceremony, each party running his fence to keep out intrusion, and standing watchfully to convict his co-laborer of neglect, there will surely cause enough be found for contention. If after a contention has begun between teacher and parent, or teacher and committee, the teacher talks about *rights* and sets up to assert them, it is easy to discern the end of all such *unprofessional* acts. A teacher's strength and panacea for all evils, in and out of school is self-sacrificing industry. If parents are impertinent and unreasonable, labor for their children, give way, give way, give up! but strive to *educate* the child, and soon the breach shall be healed scarless. If officers are meddlesome, officious, and wilful, made so by the little brief authority the law has given them; bear with their presence, raise no remonstrance, pursue your *systematized* course silently, laboriously; strive night and day for a good school, and committee men will soon be forgotten.

That which is urged thus upon teachers when evils surround them, is equally true as the remedy when committees and parents find themselves associated with incompetent or unreasonable teachers; the principle is simply this; that, nine times in ten, if a fault finder will cease complaining and *do* the neglected duty of his negligent neighbor, he will save time, reprove and reform his neighbor, and, better than all, cause no wear and tear of conscience or sacrifice of right.

Hard workers may have difficulties in their hours of *idleness*; fortunately, the *faithful* teacher can have no *idle* hours.

Reward and punishment ought to be in the parent's hand, even when their ground is school conduct; for thus the scholar learns that teacher and parent are but continuations each of the other. School is helped by home, and home is helped by school; but if parents will not assume *this* duty thankfully, then of course it devolves upon the teacher.

Punctuality and extra school virtues belong to the parent's sphere; but if parents neglect, teachers must assume their culture. Thus as to all the parties whose welfare is affected by a school, though there are pe-

cular duties resting upon each party, yet it is equally the duty of all to make up for the incompetency or idleness of any one, for the school is what we labor for, not our own rights or will or character.

There are few teachers who have really studied their profession, but such rarely find difficulty in their relations to society or the school; they are usually, as they ought to be, virtually independent.

8th. SELECTION OF STUDIES, BOOKS, ETC.

A prominent fault of our schools, is, their desire to teach a smattering of everything; a love of large books and a seeking after novelty. In Litchfield County scholars may be heard stammering learnedly about the "traction of gravity," "the belts of Jubiter," and "the spinal cord," who cannot read the Bible well or even fluently. Algebra is often coveted; geometry is well admired; English history craved. Large reading books are found in the hands of A-B-C graduates, and critical grammars are swallowed down whole by scholars and teachers, without thought and without after digestion.

There is not a school in the county that cannot be benefitted and intensely interested, too, by lessons drawn from our most elementary school books. Let the Algebras, Astronomies, Geometries, Physiologies and all large school books go. A Dictionary, Arithmetic, Grammar, U. S. History, Geography and Atlas, Slate, Paper, pencils and pens, will be found to be more than the schools can thoroughly use and master.

Avoid a big, learned book, and beware of all book agents, is safe counsel to every teacher. Seek for elegant elementary books, labor to secure thorough elementary instruction, encourage every teacher who keeps "putting the classes back," is safe counsel to parents and school officers.

In assigning studies to scholars, the teacher ought to be able to act intelligently and with independence. A mere wish on the part of a parent, unstudied and therefore as likely to be foolish as wise, should not bind a teacher; though equally it should not be *rudely* disregarded. The organization and employment of classes is a duty that belongs to a teacher exclusively. Too many teachers are incompetent to assume this high responsibility; yet surely not *as* incompetent as most school officers and careless parents.

Still less, then, should a teacher be guided in assigning studies to scholars, by the mere whim or wish of a school boy or girl. When physicians are wont to enquire, upon entering a sick room, "*What shall I prescribe for you to-day?*" it will then be time for a teacher to ask a scholar, "*What are you going to study?*"

What does this scholar *need* to study? where lies his darkest ignorance? is the question which a teacher must learn to ask, and then to answer. "I've been through the arithmetic three times" is a fact of little value for the guidance of a teacher. "How much do you know?" calls for quite a different answer. And when a teacher has learned to examine well, and ascertain a scholar's real want, he will rapidly come down from all fancy studies, and find labor enough to be done in the very lowest walks of instruction.

9th. SUMMARY AND CONCLUSION.

In what has been said, much is taken for granted, which, very possibly, may be disproved by cool reflection and actual experiment.

The sum of all that has been advanced seems in brief to be, (1.) There are truths which should lie at the foundation of all properly educational effort. (2.) The present state of things in most of our schools does not conform to *any* intelligible system. (3.) Instruction and school organization may be made systematic by any teacher that will study and labor to accomplish it. (4.) A union of parental and school influence is indispensably necessary for real progress and success. 5. School officers and the public have a *living*, not a soulless, mechanical duty to discharge, in behalf of our common schools.

Sufficient illustration has been given to show the feasibility of putting in practice many of the suggestions made, but not enough to serve as a "recipe-book," by following which a good school may be compounded.

One conclusion may certainly be drawn if no more. *Teaching* is an art and a profession, as worthy of study and ambition to attain excellence in it, as any pursuit in which man can engage.

The sentiments advanced will prove almost revolutionary, if applied suddenly and in all their breadth of application, to our school as they now are. Even if they *all* commend themselves to the teacher's approbation, still no prudent man would dream of attempting reform upon all points at once. The discreet teacher will learn how to teach, by taking one subject at a time and bending his whole power to place it upon a proper footing in his school. Select, as most important, the teaching which A-B-C scholars require. Let this be perfected. Let the evidence of success be, that for a week and more, the smallest scholar in school has shown himself industrious, cheerful and happy; that all the dull drive of discipline has ceased for them and that they are as contented at school as little children always seem, at play.

Having gained one point of professional skill, the next will be found more attainable. But above all things let it be borne in mind, that it is far more difficult to *teach* very young classes, than it is to "superintend the studies" of a college class; let our first efforts be directed to exceedingly elementary instruction. The want of this is the deficiency in our schools as they now are.

The real district school teacher should be willing and able to act as a missionary—a pioneer in the cause of popular education. New school houses, ventilated rooms, perfect desks, scrapers, mats and dressing rooms, are not to be despised, as accessories to a good school. Yet, an elm tree with a true, full-hearted teacher beneath it, will be a better school, than any mere money-earning drudge can make, even though he has a palace for his accommodation.

A teacher must, in these days, work without reward, unless he can realize that wealth which money can never measure; a cheerful, contented spirit as the reward of an unselfish life. Ye cannot serve school and your own pockets.

In concluding this outline of views, which were presented to the Institute, it seems proper to express the keen enjoyment which the writer experienced in presenting them; the pleasure with which he has now complied with the unexpected request of the teachers, to prepare a sketch for reference and preservation; and the earnest desire which he entertains for the advancement of popular education—not by money, nor by show and public festivities, but by Christian zeal on the part of teachers determined to learn to teach, and by awakened effort on the part of parents and citizens, to really and truly educate ALL.

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TEACHERS' INSTITUTES,

AT WALLINGFORD, MOODUS, ROCKVILLE, ANSONIA AND THOMPSONVILLE.

To the Superintendent of Common Schools:

Having performed the labor assigned me by you in conducting Teacher's Institutes, I submit the following report of those held in Wallingford, Moodus, Rockville, Ansonia and Thompsonville.

Notice had been given that the Institutes would be opened by an introductory lecture on Monday evening, and close on Friday evening of the same week. Immediately after the close of the fall session of the Normal School, I visited the place of the first institute and some of the adjoining towns, for the purpose of making arrangements for the meetings, and enlisting the co-operation of school committees and others.

The means employed for securing the objects contemplated in the appointment of these institutes, have been principally, drills with teachers in those branches usually taught in our Common Schools, familiar lectures to teachers on subjects immediately interesting and important to them; such as classification of schools, arrangement of exercises, method of conducting recitations, government, &c.; by discussions conducted by the teachers themselves, and by evening lectures.

As nearly the same methods of instruction and order of topics was adopted at all of the institutes I attended, I shall only give an account of them once, except where this order was departed from.

A programme of exercises for the day sessions was made out, that something of a general plan might be followed, varied to suit the circumstances of each particular institute. The object of the drills through the day, was to explain how a particular branch should be taught, rather than giving rules or definitions of any science.

It is well known that the common schools of Connecticut include every grade from the primary school, where the rudiments only of the language are studied, to the High School, where all the branches required by law, should be thoroughly taught in their higher departments, with all that is necessary to fit the pupil for the business and duties of active life. Teachers from every grade of these schools were present at the conventions, and the exercises were conducted so as to be adapted to each class. The sessions were opened each day with prayer, generally in connection with reading a portion of scripture and singing.

The Institute at Wallingford was held in the Congregational church, commencing Monday evening, October 7th. On Tuesday morning the objects of the institute were briefly stated with the general order of exercises through the week, and the importance of regular and punctual attendance by each member.

The first subject taken up was the best method of teaching a child to read. This was done by first calling the attention of teachers to the laws of mind as developed in a young child; its methods of acquiring knowl-

edge, and how it is to be assisted; and the necessity of having all teaching in harmony with these laws. After pointing out the manner in which children were often taught at school, and showing in what respects, and why it was objectionable, the methods adopted in the best primary schools of this country and Europe were given. The way to teach the alphabet and simple words was explained with illustrations on the blackboard. This exercise was continued on Wednesday and Thursday mornings, by presenting to the institute various methods of teaching spelling. It was remarked that it was probably the unanimous opinion of the best teachers in the country, that we cannot depend on oral spelling as a means of securing accuracy in this branch. The use of the slate and pencil was strongly recommended; that the spelling lessons might be written, and thus the form of the word fixed in the child's mind. The manner of hearing recitations and correcting exercises in orthography was explained, with various plans of conducting the exercise orally for the purpose of awakening interest. The necessity of teaching the correct spelling of many words not found in the spelling book, and some of the simpler rules for their formation, was urged upon teachers.

The second hour of each day till Friday, was occupied with reading. At Wallingford, the lecturer the preceding evening, pointed out the evils arising from the usual method of conducting this exercise in many schools, and thus prepared the way for entering immediately upon illustrations in this branch. At the other Conventions a few introductory remarks were made upon the general faults found in school rooms, how they originated, and how they might be corrected and almost entirely prevented, if teachers in primary schools would commence aright with the younger pupils. The attitude of the body, and position and proper training of the vocal organs, were alluded to on the first day; and the importance of careful and persevering effort to break up bad habits, and continued watchfulness that none but good ones might be formed and strengthened, was strongly urged. As far as my own knowledge extended of the present condition of a large number of our common schools, and from statements of teachers, I was fully convinced that very little of strictly rhetorical reading could, or would be introduced into them immediately; consequently the greater part of the time was spent upon those points, and in such drills as it was supposed would be practical in every situation. I recommended that if necessary, great pains should be taken to secure a clear and distinct articulation, with a proper pronunciation of difficult syllables and words. The teachers practised together on all the elementary sounds of the language, and some of the more difficult combinations. Brief remarks were also made upon pitch, force, time, and inflection, with illustrations. But the prominent idea presented, was to secure a clear and distinct utterance and natural manner of using the voice, and then to have such lessons selected, as when explained by the teacher, and studied by the scholar, could be understood and read intelligently. At some of the institutes, practical drills were given each day, in which all joined in taking a part; at other places classes were formed in reading, spelling and other studies, who came before the body of teachers, and recited precisely as we would recommend in schools.

I supposed that the English language should occupy at least one half of the time devoted to the studies taught in our schools. Grammar being another important branch, and so intimately connected with the two preceding, it was made the subject of remark for the remaining hour of the forenoon.

In arranging the programme of exercises for the week, reference was had in this branch, to the different grades of schools and different capacities of scholars. It was supposed that all the pupils might be classified into three divisions. The first, comprising beginners, who would be taught orally, without any book, by means of conversation, and the use of the slate and blackboard. The attention of teachers was called to the way in which a child generally receives its ideas; and it was recommended that a plan of proceeding should be adopted that would develop the thinking powers, and cultivate habits of observation. They might commence with the names of things, as the basis of the language,

making several lessons of the different classes of objects; and proceeding from these to the actions of things, qualities, relations, &c., till all the elements of the language had been taught, and the scholar had become able to classify them, and to connect them into sentences, expressing his own thoughts and observations, without the technical names of the parts of speech. The benefits of a careful correction of the faults in expression heard in the school room, and upon the play ground, were here pointed out; the object being to have each pupil acquire habits of correct thought and expression when young.

The second exercise in grammar, given on Wednesday, related to those scholars whose minds were sufficiently developed, and whose powers of thought and expression had been cultivated, till they were capable of taking up a text book and studying the science of the language; learning its parts of speech, their accidents and connection, comprising etymology, and syntax, with the rules of grammar and parsing. These were also to be studied in connection with the continued exercises in writing. In this class the meaning of words formed into sentences, would be given, and the pupils taught to express themselves correctly in all the common matters of life; to make out bills, give orders and receipts, draw notes, write letters; in fact to become acquainted with all the forms in business, that an intelligent boy would need in a store, manufactory, or other situation in life.

The third, or remaining exercise had reference to the older classes in our common schools and high schools, and embraced a thorough analysis of the language, logical as well as grammatical; including the different styles of writing and methods of expressing thought; showing the effect on the beauty and harmony of sentences. The analysis of words and simple sentences had been given in the preceding lesson, but this exercise implied a capacity to analyze the productions of our best writers and to transpose sentences, showing the different shades of thought and feeling expressed. Teachers were invited to practice it themselves, in their own reading and studies, for the purpose of disciplining their own minds; to write on various subjects, to analyze their own compositions, that they might acquire easy and correct modes of expression, and become themselves perfect models in conversation and composition.

In Wallingford and some other places, I found a number of teachers whom I had met before in county associations, and previous conventions, and the first exercises in grammar were passed over rapidly, and most of the time devoted to analysis. At other institutes, more time was occupied with the first and second exercises. The first hour of each afternoon was devoted to Arithmetic. Visiting committees have generally agreed in representing that this branch is as well taught as any in our district schools. Yet its general introduction into every grade of schools, its use in the practical business of life, and its importance as a study for the discipline of mind, when rightly pursued, seemed to justify the allotment of an hour each day to its consideration.

Teachers were found more willing to come forward and explain their own methods of instruction in this study, than in any other. I availed myself of this circumstance, and thus at nearly all of the institutes an opportunity was secured of comparing the methods adopted by several of our more experienced teachers. Without going over the remarks and illustrations in this science, I would simply say that the use of sensible objects in the younger classes was strongly recommended; that counting, adding, subtracting, &c., should be taught not by word alone, but by the actual increase or diminution of a number or quantity of visible objects. The advantage of visible illustrations, in fractions, and compound numbers, was also shown, where the difference in quantities could be made plain, by the actual comparison before the class. Mental arithmetic was recommended, not only for the younger scholars, but for the oldest in school; they should be taught and encouraged to work many of their examples in written arithmetic mentally, giving reasons for each step in the process. The effect on the child's mind of teaching arithmetic mechanically, by a set of rules, was pointed out, and contrasted with the

benefits arising from teaching the child to reason from principles, and trace out himself methods of performing operations. The objects to be gained in the study of arithmetic, were represented as not being, the passing through the book, working the examples and learning the rules merely, but the preparation of the scholar for the practical business of life; and besides this, and higher than this, that discipline of mind which would enable the boy not only to be ready in business calculations, but would make him a more correct, more useful and a better man; firm in principle, true in reasoning, accurate in judgment, and right in opinion.

Geography occupied the second hour of the afternoon, and like grammar was divided into three courses; the first for young children, commenced with teaching what is meant by a map, by making a representation of the school yard, explaining the use of the points of compass, and locating objects in the vicinity in their proper geographical position. From the school yard, the class would proceed to form a map of the lots and roads adjoining; of the district, town, county, state, &c.; the maps being drawn by the scholars on the slate or black board, from outlines prepared by the teacher. The second or intermediate course supposed the use of outline maps, where they could be obtained; the study of lessons from the textbook, and some of the explanations from the globe. The third course for more advanced scholars, included statistical geography, the customs and manners of various nations, religion, government, history and internal improvements, to be studied by topics.

Map drawing, the use of outline maps, and of globes, was explained and illustrated; and various methods of conducting a class in this branch so as to excite interest and awaken a desire for information, were pointed out.

On Friday, Drawing, Writing, and Composition occupied the morning hours. The importance of drawing to individuals in most of the avocations of life, was shown, and methods given by which it was thought it might be introduced into most of our common schools, without interfering with other studies, and be made the means of furnishing employment to the younger pupils and cultivating taste in all.

In writing, the use of the slate and black-board was recommended in preference to pen and paper, for all except the older scholars. I was very glad to find that the experience of older teachers coincided with my own in this respect, and that the testimony of all strengthened the opinion, that much time and expense might be saved, and the advancement of the pupils accelerated, by a more general use of the slate. The object sought in this exercise, viz: the acquisition of a legible, easy and beautiful hand-writing, would be much sooner gained if children were correctly taught the proper position of the body and manner of holding and using the pencil, when practicing with the slate in the Primary School.

Composition, it was supposed, had already been taught in connection with the grammar lesson. Remarks were now made on the plan to be pursued in teaching it as a separate study; making it an agreeable and interesting exercise, at the same time, it required more careful attention, and led to correct habits of thought and expression.

History was taken up on Friday afternoon. The time was so short, that little could be done in this branch, except to show how it should be studied, so as to secure not mere verbal answers to questions found in the book; but a true and connected idea of the facts, causes and consequences, as developed in the history of nations or individuals.

The introduction of vocal music into common schools, was urged at all the institutes; and at most of them, singing was practiced each day. At Wallingford, a lecture was given on this subject, by Rev. Mr. Dennison; and at Ansonia, by Rev. J. R. Meshon, both gentlemen of much experience and great success in teaching. These lectures and the remarks at other institutes, were listened to with interest, and it is believed that singing to some extent will be introduced into many schools the coming season.

Physiology received the attention its importance demands, so far as time would permit. At Rockville and Thompsonville, interesting and instructive lectures were delivered by Dr. Comings, of Rockville; and at some other places it formed the subject of evening lectures.

From my own early experience as a teacher, my personal knowledgs of many schools in different parts of the state, and facts learned from teachers and committees, I thought that some time should be devoted to topics not included in the foregoing. The last half hour in each day was occupied with subjects of this kind.

On Tuesday, the question was answered, often proposed by young teachers, viz: "How shall I open my school?" The remarks alluded to the previous preparation necessary; what was to be done before commencing; and how the first half day should be employed. On Wednesday, the subject was, The classification of a school; general arrangement of studies; order of exercises, and manner of conducting recitations. On Thursday: The moral influence of the school-room, and government; and on Friday: The teacher's own studies, habits and improvements, with his duties to his profession.

The above is a brief outline of the exercises during the day sessions at each institute, so far as the time was occupied with drills, recitations and lectures. They were sometimes varied to accommodate gentlemen who were present, and willing to assist in particular exercises.

At Rockville, I had the pleasure of meeting Rev. Albert Smith, of Vernon, a former co-laborer at Teachers' Conventions. His zealous labors for the cause, in Tolland County, undoubtedly did much in preparing the way for the full and interesting institute that was held at Rockville. He conducted the exercises in reading and pronunciation, and by his well known ability and faithfulness, added much to the benefit of the institute.

I was aided and relieved at several of the institutes, by clergymen and experienced teachers, who responded promptly to the invitation to take part in the exercises, and made remarks, and gave illustrations, in various branches, much to the interest of all.

It was made an important feature in the institutes this fall, to have a comparison of views brought out in familiar discussions conducted by teachers. A committee was usually appointed, to whom questions were handed, and who reported daily topics for discussion. After the first day, a half hour was allotted each morning to this object. Among the topics discussed, were, "the method of conducting recitations, general arrangements, how to interest dull scholars, whispering, punctuality and regularity, rewards and punishments, order and neatness."

At some of the evening sessions, from half an hour to an hour previous to the lecture, was devoted to discussing subjects of a more general nature, in which it was supposed parents and citizens would feel a greater interest. Several important objects were secured in these discussions. Teachers were led to see the need of cultivating the power of expressing their own thoughts, clearly and forcibly. They were encouraged to give a reason for preferring the particular plan they had adopted, to any other, and to all others. By comparing different views and measures of those who had come fresh from the district school-room, teachers would be better able to judge of their own arrangements, or adopt what seemed worthy from others.

Lectures or public addresses were given at every institute, during each evening while it was in session. These lectures embraced a variety of topics of interest and importance, connected with the subject of education, and the improvement of common schools.

At Wallingford, lectures were given by Hon. Henry Barnard, Rev. G. W. Perkins, Dr. Bushnell, Prof. Porter and the subscriber.

At Moodus, owing to the ill health of those who were expected to be present, to address the evening audiences, no assistance from abroad was received, except from Rev. Mr. Cooke, of Haddam, who gave a short address on one evening.

At Rockville, the evenings were occupied by Mr. Barnard, Dr. Bushnell, Dr. Comings and the subscriber.

At Ansonia, lectures were given by Rev. M. Richardson, Rev. J. R. Meshon, Wm. Russell, Esq. and the subscriber.

At Thompsonville, I received aid in the evening addresses, from Mr. Barnard, Dr. Comings and Mr. Beecher.

At every institute, churches and lecture-rooms were opened for the lectures and exercises, and were usually well filled by attentive audiences.

The feeling manifested by teachers, of earnest inquiry and thirst for information; the alacrity with which they have entered volunteer classes for recitations; the willing response made to every request and suggestion, and their general promptness have been gratifying.

With few exceptions, the regularity and punctuality of attendance was very good to the close. This was particularly the case at Moodus and Rockville, where the call of the roll discovered very few absences.

I cannot close this part of my report, without expressing my earnest conviction, that while there is at present a great want of thoroughly qualified teachers, there are many active minds in the state, ready and willing to avail themselves of every opportunity for better preparation for their work, so soon as they shall see a prospect of permanent employment at a fair remuneration.

In answer to a question proposed to the convention of School Visitors, at Rockville, it was stated that not a school district was known in Tolland County where the same teacher was employed two successive terms, or through the year.

Questions were put to teachers, at three of the institutes, for the purpose of eliciting facts in regard to the permanency of engagements, and other topics connected with the same. From the answers received, it was ascertained that about one-half of the teachers never attended a convention before. About four-fifths had taught. The proportion that had taught more than one season, was as 37 to 58; more than five, as 6 to 29; more than ten, as 3 to 58. At Rockville, but two gentlemen were present who had taught in the summer; at Ansonia, three; at Thompsonville, three. The number of ladies who had taught in the winter, at Rockville was eight; at Ansonia, eight; and at Thompsonville, thirteen. The number of teachers who had been employed in the same school two successive terms, at Rockville was five; at Ansonia, seven; at Thompsonville, fifteen.

The number who had taught two successive winters was eight at Rockville; five at Ansonia; and eleven at Thompsonville. About the same number had taught two successive summers. The members present at the various institutes were not confined to the counties in which they were held, and in some instances the more experienced teachers were present at more than one institute; so that the above abstract is not a precise statement of the comparative standing of different parts of the state; but it is nearly the truth. Had the account been accurate, it would have shown the change in teachers to have been still greater.

An improvement has been made in regard to boarding teachers: not half of those present at institutes this fall were in the practice of "boarding round"; while three years since a very large majority did so.

Much was omitted at the various institutes for want of time; but it was felt that if the great idea of what it is to teach a young mind; to train and educate a human soul, could be impressed on each teacher, so as to become a living truth, ever abiding in the heart and present in the thoughts, that ways and methods would be devised for securing the results.

I can hardly speak too highly of the aid rendered by the Committees of Arrangements, at the places where the institutes were held. Every accommodation that could be desired, was provided for the convenience of those attending, and conducting the exercises.

The citizens of every place mentioned, extended their hospitalities to all the teachers in attendance, and did much to make the time passed with them pleasant. They manifested their interest by their attendance at the evening lectures, usually increasing each evening through the week, and in some places a large number were present during the day sessions.

Professional men have manifested much interest in the institutes, and added to their utility by their presence and coöperation.

Respectfully submitted,
D. N. CAMP.

CATALOGUE OF MEMBERS.

WALLINGFORD.

| Names | Residence. | Names. | Residence. |
|--------------------|-----------------------|---------------------|--------------------------|
| Julia Beadle, | <i>Wallingford.</i> | Mary J. Robinson, | <i>Durham.</i> |
| Harriet M. Beadle, | " | Helen A. Street, | <i>Cheshire.</i> |
| Lois Blakslee, | " | Ellen Sloper, | <i>Southington.</i> |
| E. A. Bartholomew, | <i>Wolcott.</i> | Emily E. Tryon, | <i>West Meriden.</i> |
| Sarah J. Bradley, | <i>Southington.</i> | Wm. J. Atwater, | <i>Whitneyville.</i> |
| S. P. Carrington, | <i>Wallingford.</i> | F. C. Brownell, | <i>Moodus.</i> |
| Sarah M. Camp, | <i>West Meriden.</i> | George R. Bill, | <i>Fair Haven.</i> |
| Mary J. Camp, | <i>Durham Center.</i> | Geo. W. Beckwith, | <i>New Haven.</i> |
| Phebe L. Coe, | " | J. C. Bailey, | <i>Durham.</i> |
| Ellen S. Cornwell, | <i>New Britain.</i> | Richard S. Clark, | <i>Wallingford.</i> |
| S. Delia Cook, | <i>Northford.</i> | L. L. Camp, | <i>West Meriden.</i> |
| H. N. Elderkin, | <i>Berlin.</i> | Henry W. Coe, | <i>Durham Center.</i> |
| Sarah E. Gaylord, | <i>Wallingford.</i> | J. J. Corburn, | <i>West Meriden.</i> |
| Elizabeth A. Hart, | <i>Durham Center.</i> | J. W. T. Dickinson, | <i>Durham.</i> |
| Jennette Hall, | <i>Wallingford.</i> | Elihu Dickerman, | <i>North Haven.</i> |
| O. Hall, | " | Dwight Ely, | <i>Upper Middleto'n.</i> |
| Mary E. Hough, | " | Albert C. Griswold, | <i>Wethersfield.</i> |
| Sarah E. Hough, | " | Nelson Griswold, | <i>North Guilford.</i> |
| Julia Hovey, | <i>Berlin.</i> | Edwin Hotchkiss, | <i>Kensington.</i> |
| Mary E. Jones, | <i>Wallingford.</i> | Henry L. Hall, | <i>Wallingford.</i> |
| Frances M. Jones, | <i>Durham Center.</i> | Franklin H. Hart, | <i>Durham.</i> |
| C. E. Kirtland, | <i>Wallingford.</i> | Storrs Hall, | <i>Westport.</i> |
| Harriet C. Leare, | " | Henry A. Howd, | <i>Durham Center.</i> |
| W. S. Merwin, | <i>Durham.</i> | Henry N. Johnson, | <i>West Meriden.</i> |
| Phebe C. Merwin, | " | E. H. Overton, | <i>Portland.</i> |
| — Munson, | <i>Wallingford.</i> | Henry E. Pardee, | <i>New Haven.</i> |
| Mary J. Miller, | <i>Guilford.</i> | R. H. Stone, | <i>Guilford.</i> |
| Seraphin Reynolds, | <i>Wallingford.</i> | | |

MOODUS.

| | | | |
|---------------------|-----------------------|-------------------|-----------------------|
| Amy M. Brainerd, | <i>Haddam.</i> | C. C. Dickinson, | <i>Haddam.</i> |
| Frances A. Bolles, | <i>Middle Haddam.</i> | L. Hutchinson, | " |
| Levina S. Brainerd, | " | E. Hutchinson, | " |
| Emeline Brownell, | <i>Moodus.</i> | Sarah Hough, | <i>Middletown.</i> |
| Isabella Chapman, | " | Jane C. Loomis, | <i>Westchester.</i> |
| Mary P. Chapman, | " | A. F. Loomis, | " |
| Minerva Clark, | <i>Rocky Hill.</i> | Laura B. Nichols, | <i>East Haddam.</i> |
| Zeruiah Clark, | <i>Middletown.</i> | Harriet Nichols, | " |
| Matilda Clark, | " | Laura Northam, | <i>Middle Haddam.</i> |
| Frances A. Daniels, | <i>Middle Haddam.</i> | Jennett Parmelee, | " |
| S. Maria Day, | <i>Hadlyme.</i> | Eliza A. Root, | <i>Middletown.</i> |

| Residence. | Names. | Residence. | Names. |
|-------------------|-----------------------|----------------------|-----------------------|
| E. Southmayd, | <i>Middletown.</i> | Levi Jewett, | <i>Westchester.</i> |
| Lucinda M. Smith, | <i>Middle Haddam.</i> | S. Johnson, | <i>Middle Haddam.</i> |
| Elizabeth Warner, | <i>Hadlyme.</i> | Lemuel L. Kelsey, | <i>Haddam.</i> |
| Nancy H. Warner, | " | Albert Lane, | <i>Killingworth.</i> |
| Emily Wilcox, | <i>Middletown.</i> | D. H. Manwaring, | <i>Clinton.</i> |
| N. C. Boardman, | <i>Middletown.</i> | J. A. Morgan, Jr., | <i>Middle Haddam.</i> |
| F. C. Brownell, | <i>Moodus.</i> | E. H. Overton, | <i>Portland.</i> |
| L. L. Camp, | <i>West Meriden.</i> | Lathrop S. Pierce, | <i>Mansfield.</i> |
| N. O. Chapman, | <i>Moodus.</i> | Samuel W. Shailer, | <i>Haddam.</i> |
| Norman Day, | <i>Hadlyme.</i> | James R. Strong, | <i>Middle Haddam.</i> |
| Nathan Evarts, | <i>Killingworth.</i> | Henry M. Selden, | " |
| S. N. Frazier, | <i>North Canton.</i> | R. Henry Stone, | <i>Guilford.</i> |
| J. R. Griffin, | <i>Hadlyme.</i> | Wm. E. Selden, | <i>Hadlyme.</i> |
| Albert C. Hurd, | <i>Clinton.</i> | E. E. Talcott, | <i>Gilead.</i> |
| E. S. Hough, | <i>Middletown.</i> | A. W. Tyler, | <i>Haddam.</i> |
| David Huntington, | <i>Higganum.</i> | Francis Turner, | <i>Killingworth.</i> |
| John Hutchinson, | <i>Gilead.</i> | D. B. Ventrees, Jr., | <i>Haddam.</i> |
| R. E. Hungerford, | <i>Hadlyme.</i> | S. S. Wilcox, | <i>Clinton.</i> |
| Lucius P. Ingham, | <i>Saybrook.</i> | Frederic Wilcox, | " |

ROCKVILLE.

| | | | |
|---------------------|------------------------|--------------------|----------------------|
| Beda Ann Addis, | <i>Willington.</i> | Edgar Ellsworth, | <i>Windsorville.</i> |
| Minerva Barrows, | <i>N. Mansfield.</i> | Lucius Elbridge, | <i>Willington.</i> |
| Sarah Benham, | <i>Burlington.</i> | S. N. Frazier, | <i>Canton.</i> |
| A. M. Carpenter, | <i>Bolton.</i> | Newton Fuller, | <i>Lebanon.</i> |
| Mariette Dimock, | <i>Willington.</i> | Geo. E. Gladwin, | <i>Higganum.</i> |
| Celestia Dimock, | " | Wm S. Goslee, | <i>Glastenbury.</i> |
| Jennette Fuller, | " | Wm. C. Grant, | <i>Wapping.</i> |
| Susan M. Gridley, | <i>West Hartford.</i> | J. C. Hutchinson, | <i>Gilead.</i> |
| Mary Hutchinson, | <i>N. Coventry.</i> | E. P. Hammond, | <i>Vernon.</i> |
| Julia Isham, | <i>Tolland.</i> | David Huntington, | <i>Higganum.</i> |
| Jane B. Keeney, | <i>Bolton.</i> | Albert Harris, | <i>Willimantic.</i> |
| Charlotte Landfear, | <i>Manchester.</i> | W. Kingsbury, | <i>Andover.</i> |
| Emily Loomis, | <i>Columbia.</i> | Willis A. Lathrop, | <i>Vernon.</i> |
| Sarah McKnight, | <i>Ellington.</i> | Wm. W. Little, | <i>Columbia.</i> |
| Jane E. McKnight, | " | B. L. Millard, | <i>Manchester.</i> |
| Helen Newcomb, | <i>Willington.</i> | John P. Orcott, | <i>Stafford.</i> |
| Susan A. Pinney, | <i>Ellington.</i> | Mervin K. Paul, | <i>Union.</i> |
| Lucy F. Pinney, | <i>Farmington.</i> | Elbridge G. Paul, | " |
| Jane M. Preston, | <i>Vernon.</i> | P. D. A. Preston, | <i>Chaplin.</i> |
| Nancy Robertson, | <i>N. Coventry.</i> | Edwin A. Parsons, | <i>Mansfield.</i> |
| Elizabeth Talcott, | <i>Coventry.</i> | E. F. Stoughton, | <i>Vernon.</i> |
| Harriet Talcott, | <i>N. Coventry.</i> | Edwin G. Sumner, | <i>Tolland.</i> |
| Martha Williams, | <i>Manchester.</i> | Wm. Sumner, | " |
| Harriet Williams, | " | J. L. Stone, | <i>Coventry.</i> |
| Harriet A. Waldo, | <i>Tolland.</i> | Judson N. Strong, | <i>Bolton.</i> |
| Sophia Yeomans, | <i>Columbia.</i> | George W. Strong, | " |
| Edwin D. Alvord, | <i>Bolton.</i> | E. F. Strong, | " |
| Wm. W. Barrow, | <i>Manchester Cen.</i> | Theodore S. Todd, | <i>Tolland.</i> |
| R. P. Barrow, | " | Charles Talcott, | <i>Coventry.</i> |
| Smith H. Brown, | <i>Tolland.</i> | Edwin Talcott, | " |
| Benezet H. Bill, | <i>Rockville.</i> | John M. Turner, | <i>Mansfield.</i> |
| Ossian Crawford, | <i>Union.</i> | Lucius Talcott, | <i>Manchester.</i> |
| Wm. M. Crawford, | " | Wm. E. Williams, | <i>Willimantic.</i> |
| H. Carpenter, | <i>Bolton.</i> | H. A. Williams, | " |
| L. R. Dunham, | <i>Manchester Cen.</i> | Chas. E. Yeomans, | <i>Columbia.</i> |

ANSONIA.

| Names. | Residence. | Residence. | Names. |
|--------------------|-----------------|-------------------|-----------------|
| Charlotte Beecher, | Woodbury. | Jane E. Tyrrell, | Humphreysville. |
| E. Bartholomew, | Wolcott. | Emily Thompson, | Huntington. |
| Anna A. Baird, | Milford. | Emily A. Whitacy, | Darien Depot. |
| Lucretia D. Beers, | Fairfield. | | |
| Eliza P. Camp, | Oxford. | Hiram Baldwin, | Plymouth. |
| Sarah M. Clark, | Milford. | Henry Davis, | Oxford. |
| Esther M. Ellis, | Ansonia. | Whitney Elliott, | N. Branford. |
| Martha Hotchkiss, | Naugatuck. | A. L. Fabrique, | Oxford. |
| Susan Hill, | Derby. | J. G. French, | Milford. |
| Fanny Mann, | Naugatuck. | Wm. Holbrook, | Birmingham. |
| Sarah J. Morse, | Derby. | Henry W. Johnson, | West Meriden. |
| Sarah E. Platt, | Milford. | M. S. Munn, | Oxford. |
| Laura A. Richards, | West Haven. | Clark Smith, | Milford. |
| Eliza C. Sherwood, | Birmingham. | G. H. Stevens, | Birmingham. |
| Caroline Shelton, | " | Geo. E. Stafford, | New Haven. |
| Celia C. Smith, | Milford. | N. J. Welton, | Waterbury. |
| Elizabeth Sharp, | Humphreysville. | — Wheeler, | Huntington. |

THOMPSONVILLE.

| | | | |
|---------------------|----------------|-------------------|------------------|
| Emily F. Allen, | Thompsonville. | Mervin Allen, | Thompsonville. |
| Juliette C. Bishop, | Tolland. | Henry Abbey, | Enfield. |
| Roxana Bailey, | Wolcott. | Wm. S. Bosworth, | Chelsea. |
| S. E. Bradley, | Suffield. | C. D. Child, | Suffield. |
| Olivia P. Chapman, | Ellington. | Henry Fox, | Hockanum. |
| Sarah Chapin, | Somers. | Lorin Griswold, | Scitico. |
| Catherine Crane, | Windsor Locks. | E. K. Hitchcock, | Bloomfield. |
| Maria Fuller, | West Suffield. | A. P. Johnson, | Enfield. |
| Rosello Grover, | Tolland. | George F. King, | " |
| C. O. Gaylord, | Bloomfield. | George S. Killum, | " |
| Elizabeth Howson, | Thompsonville. | Samuel Lord, | Glastenbury. |
| Gertrude Hastings, | West Suffield. | Wm. W. Littell, | Columbia. |
| H. B. Kingsbury, | Thompsonville. | John E. Marsh, | Weihersfield. |
| Mary B. Meacham, | " | Jarvis S. Morgan, | Middletown. |
| Louisa McKnight, | Ellington. | John A. Newton, | Middlefield, Ms. |
| Rhoda Pease, | Thompsonville. | S. C. Newton, | " |
| Elisabeth Phelps, | Enfield. | H. E. Phelps, | Enfield. |
| Sarah A. Pease, | " | George Perkins, | Windsor. |
| Nancy G. Pease, | " | Henry Smith, | Suffield. |
| Maria M. Perry, | Hartford. | Harvey L. Smith, | " |
| Angusta Thrall, | Bloomfield. | Andrew J. Welles, | Glastenbury. |
| — Tibbetts, | West Suffield. | W. Worhington, | Agawam. |

CATALOGUE
OF TEACHERS' INSTITUTE AT QUINEBAUG.

| Names. | Residence. | Names. | Residence. |
|---------------------|---------------------|---------------------|-----------------------|
| W. S. Alexander, | <i>Killingly.</i> | Ardelia Benson, | <i>Thompson.</i> |
| G. W. Pike, | " | Emeline Steere, | " |
| W. H. Robinson, | " | Marion Holmes, | " |
| Charles L. Ayer, | " | Henrietta Sawyer, | " |
| Henry Huntington, | <i>Bozrah.</i> | Louisa Jacobs, | " |
| Henry Nichols, | <i>New Britain.</i> | Martha B. George, | " |
| G. F. Gillette, | " | Ellen Underwood, | " |
| R. N. Bottsford, | " | Sarah Underwood, | " |
| S. S. Cotton, | <i>Pomfret.</i> | Sarah Congdon, | " |
| E. R. Osgood, | " | Mary Sheldon, | " |
| J. A. Carpenter, | " | Mary Benson, | " |
| J. N. Marvin, | " | Sarah Fisher, | " |
| Lewis Williams, | " | Emily J. Bowen, | " |
| A. S. Bruce, | " | Maria Tourtellotte, | <i>Woodstock.</i> |
| F. H. Manning, | " | Mary G. Bixby, | " |
| I. E. Short, | <i>Lisbon.</i> | C. A. Payson, | " |
| S. H. Lee, | " | Mary Perry, | " |
| W. I. Bartholomew, | <i>Woodstock.</i> | Harriet N. Bates, | <i>Webster.</i> |
| E. B. Lyon, | " | Frances E. Jordan, | " |
| E. D. Chandler, | " | Frances Bates, | <i>Webster, Mass.</i> |
| C. M. Low, | " | Eliza A. Ormsbee, | <i>Killingly.</i> |
| F. Tourtellotte, | <i>Thompson.</i> | Sarah Ayer, | " |
| J. P. Benson, | " | Abby F. Bushnell, | " |
| N. E. Morse, | " | Mary I. Austin, | " |
| I. C. Mills, | " | Frances Jenks, | " |
| B. A. Segur, | " | Susan M. Arnold, | " |
| Lucian Allard, | " | Mary F. Warner, | " |
| J. H. Denison, | <i>Hampton.</i> | Sarah W. Cotton, | <i>Pomfret.</i> |
| Otis Clark, | " | Jane E. Webber, | " |
| Amasa Keyes, | <i>Eastford.</i> | Harriet Webber, | " |
| E. R. Keyes, | " | C. M. Holmes, | " |
| S. F. Spalding, | <i>Abington.</i> | Jane Gilbert, | " |
| | | Adaline Gilbert, | " |
| Louisa Sumner, | <i>Thompson.</i> | Emily Kennedy, | <i>Plainfield.</i> |
| Maria F. Miller, | " | C. N. Spalding, | <i>Abington.</i> |
| Cath'rine Dunovan, | " | Julia Williams, | " |
| Mary E. Owen, | " | Deborah Williams, | " |
| Marcelia Sumner, | " | Mary M. Spalding, | " |
| Cynthia Mowrey, | " | Caroline Lewis, | <i>Eastford.</i> |
| Lorinda Perrin, | " | Lucina Sayles, | " |
| Elizabeth S. Paulk, | " | | |

TEACHERS' INSTITUTE

AT QUINEBAUG, FOR WINDHAM COUNTY.

To the Superintendent of Common Schools:

Having rendered the service assigned me, as Teacher of the Institute, held in Quinebaug, from Monday evening October 14, to Friday evening of the same week, I submit the following Report:

The attendance at the Institute was not as great as it would have been if the teachers in the western part of the county had not been expecting an Institute two weeks later on the Willimantic. This Institute, for the reasons deemed by you satisfactory, I was obliged to recall. I would suggest that the disappointment thus occasioned to our friends in that part of the county, and particularly to the citizens of Willimantic, be compensated, in part at least, by as early,* and as ably conducted an Institute as can be held in that place.

During the four days of the Institute there were two daily sessions of three hours each, and an evening session of about three hours. The day sessions were held in the new and commodious school rooms in our village, and the evening sessions, through the kindness of Mr. Morse, in his new and convenient Hall. The teachers present, were mainly furnished with board within a half of a mile from the place of the sessions; and the only practical difficulty experienced in securing punctual attendance arose from the varying dinner hour. It would be a desirable object gained, if at these Institutes the teachers would take their dinner with them to the school-room.

The day sessions of the Institute, which constituted the regular school of the teachers, commenced on Tuesday forenoon, at ten o'clock. Each half day had four different exercises, two of an hour each, and two of a half hour each, the hour exercises being suspended for three minutes in the middle of them, to obviate the danger of weariness and ennui. I have found, even among adults, the sitting of a half hour, under the study and excitement occasioned by the rapid utterances of the lecturer, when this exercise is to be continued through the day, far more favorable than an uninterrupted sitting of an hour.

EXERCISES DURING THE DAY SESSIONS.

In reporting the exercises of the Institute, I shall not follow their order, but briefly attempt to give their character. The topics upon which lectures were given were such as seemed to further the great design of the Institute,—the advancement of the teachers in the work of qualifying themselves for professional duties. I shall simply introduce these topics and indicate the manner of treating them.

PHYSIOLOGY.—Dr. Calvin Cutter introduced the subject of Physiology, as one which had strong claims upon all common school teachers; and as one peculiarly attractive and useful to children, and of course applicable in the

* An Institute will be held at Willimantic in the Spring.

earlier stages of the education of our common schools. He dwelt particularly upon those points of the general science in which the schools are more practically interested.

A brief, yet wonderfully minute and accurate survey of the anatomical frame of man, prepared the way for practical suggestions upon the proper posture of scholars, both when standing and when sitting. This simple view of the anatomical structure revealed with life-like distinctness the whole process, so often commenced and consummated in the school-room, ending in round shoulders, crooked backs, diseased spines and bowing limbs; while it shed a flood of light upon the difficult and shamefully neglected art of seating the school-room.

A rapid examination of the location and functions of the lungs, led the lecturer to exhibit the necessity and urge the importance of a sufficiency of pure air. A painfully clear delineation of the peril to health and life, connected with the leaning posture and the consequent cramped position of the lungs, drew many a lounging listener to a more appropriate as well as healthful uprightness. The writing posture of more than one of the teachers present was permanently benefitted by the timely and faithful warning of the Doctor's theme.

A statement of the processes of digestion, assimilation and nutrition, led to practical remarks regarding diet, times of eating, rest, and particularly on the dietetic regimen most suitable for the student, and on the amount and kinds of exercise required. Frequent ablutions, and suitable clothing were urged upon the teachers, as indispensable conditions of health, and, of course, of success in their arduous work.

Omitting all theorizing, the Doctor designed simply to lay before the Institute some of the leading facts of the science on which he lectured, and to urge the propriety of introducing the elements of Physiology into the course of studies pursued in our common schools. The following resolution shows the general impression made by these lectures, upon the teachers of the Institute.

Resolved, That we have listened with great interest, and, we believe with profit, to the practical lectures of Dr. Cutter, and that we cheerfully express to him our confidence in the important science to whose illustration he is devoted, and our warmest thanks for the instruction we have received from his addresses.

NATURAL PHILOSOPHY.—Roswell Park, D. D., of Pomfret, at my earnest request, consented to spend one day of the Institute with us, and to conduct the exercises one-half of the time. He spent an hour and a half in setting forth and illustrating the nebular hypothesis of La Place. This was a profitable exercise for the teachers, though somewhat above the range of common school studies. Still, they who are called to teach geography and natural philosophy, should have some definite notions respecting the earth's formation, and respecting those mechanical laws upon which its form depends, and by which its motions are controlled. These two results of the nebular theory were brought out with great distinctness, and every teacher present felt that he was abundantly paid for his time, in his clearer views of the progress of world-making, and in his clearer conceptions of those mechanical laws, which, while they control each particle of the earth, are also, as visibly ruling over all the worlds of space.

Besides furnishing grand applications of some of the simple laws of mechanical force, this exercise, conducted as it was with scholar-like care and accuracy, extending even to the history and literature of the theory, was eminently calculated to excite the curiosity and promote the general intelligence of the teachers who heard it; two results, more desirable, even, than mere increased familiarity with the formal rules of arithmetic and grammar, or with the multitudinous topics of geography. As an exercise to promote thinking, to stimulate inquiry, to provoke investigation, and, more than all, to try and test both the imagination and reason of the listener, I cheerfully accord to this exercise the first place among the exercises of the Institute.

ARITHMETIC.—Dr. Park introduced the general subject of arithmetic, and spent an hour and a half, mainly upon the history and literature of arith-

metic. To these he added his mode of teaching the ground rules of arithmetic. He also explained the principle involved in multiplying and dividing by the component parts of a composite number.

In conducting the other exercises in arithmetic, myself, it was my object to be as practical as possible. Commencing with addition, I resolved the process into two parts, addition and reduction. And I would do this in what is technically called simple addition; for when a pupil understands that simple addition consists in adding units to units, and reducing them to tens, tens to tens and reducing them to hundreds, &c., he is prepared to see that compound addition is as simple as this, consisting as it does, of simply adding pence to pence, and reducing them to shillings; inches to inches, and reducing them to feet, &c. So, also, in subtraction, the principle of the operation is the same, in simple and compound subtraction. If you can not take the subtrahend units from the minuend units, you borrow from the minuend tens and reduce to units, adding it to the minuend units, from which you take the subtrahend units. Precisely so is it, in compound subtraction. If your subtrahend farthings are more than the minuend farthings, you simply borrow from the minuend pence, and after reducing to farthings, add them to the minuend farthings, from which sum you take the farthings in the subtrahend.

So, also, multiplication and division, whether simple or compound, consist of the two distinct processes, multiplication and division proper, and a reduction. The process is the same, whether you wish to multiply 258, or £2 5s 8d. by 3. So also is the process the same whether you want to divide 258, or £2 5s 8d. by 3. In the first case of division, as your divisor is not contained in the two hundreds, you reduce them to tens, and after adding them to the tens, you divide. As you have one ten left, you reduce this to units, and adding to the eight units in the sum, you again divide. In the second case, as your divisor is not contained in your £2, you reduce these to shillings, and, adding to the shillings, divide. Having two pence left you reduce them to farthings and divide.

In this mode of teaching the ground rules of arithmetic, you give the pupil an understanding of the only difficult part in these processes, which he can get in no other way, until he has been through the processes under denominate numbers. This furnishes the simplest and most easily apprehended reason for borrowing and carrying in simple numbers; and I am persuaded that much less time than is now spent in learning the child to follow a blind rule for adding, subtracting, multiplying and dividing, spent in this mode of explaining the relation of the several denominations and their laws of combination, would impart a far clearer knowledge of the operations; and, what is of still greater importance, a real understanding of the process. Besides, if thus taught, the teacher would not be obliged to spend an equal or greater amount of time in teaching the same real process, when the pupil reaches denominate numbers. A child that can add what are called simple numbers together, because he knows that the uniform ratio of their several denominations, as units, tens, hundreds, &c. is ten, should also be able for the same reason to add a sum in pounds, shillings and pence, when he knows that the ratios in this case are 12 to 20, instead of ten.

In fractions, my object was to indicate the main difficulty in the way of the pupil. It lies in considering fractions as "broken numbers,"—mere arithmetical fragments, having lost all connection with the numerical world to which they once might have belonged. This mischievous figment of the books needs to be forever banished from the school-room.

All fractions are units having variable ratios. $\frac{1}{10}$ is as much a unit as one dime, or one dollar, or one book. $\frac{3}{4}$ are as certainly three units, as three farthings, or three quarts, or three apples. The use of a denominator in a fraction is to indicate the kind of unit employed; and the only difficulty in fractional operations lies in losing sight of the ratios which these fractional units sustain to each other. A child has no difficulty in adding two tens and three units together. Knowing their relative values, he immediately gives their sum, twenty-three units. So when he keeps in view their relative values, he will add three ones and three-fourths together.

As the *one* equals four of the *fourths*, the three ones will equal 12 of the *fourths*, and 12 *fourths* added to three *fourths* equal 15 *fourths*. The child would not dream of any greater difficulty in adding ones and *fourths*, than in adding pence and farthings, or tens and units.

To illustrate this point in the simplest manner in my power, I will give an actual experiment. I asked a little girl, who had never been misled by an arithmetic, to give me the sum of $\frac{3}{4}$ and $\frac{1}{4}$. She had a distinct idea that she could not add unlike things together. She could not bring the two thirds to fourths, nor the $\frac{1}{4}$ to thirds. This was the point where she needed an explanation. Before this, in every operation she had been called to perform, she could bring the units of one name to their value in units of the other; as tens to units, and shillings to pence. At this point, I simply asked her if she could not change the units, both of the thirds and of the fourths to units of the same name. As she had never done this, I handed her a foot rule, with the inches marked upon it. She at once saw that three inches were one-fourth of the rule, and eight inches two-thirds of it; and she answered as any child would have answered, eleven inches. I then recalled her attention to the sum— $\frac{3}{4} + \frac{1}{4}$, telling her that it might be apples or chesnuts or pencils, as well as feet. After thinking a moment she said, "well, then, the inch is one-twelfth of the foot, and the eleven inches are eleven-twelfths of a foot. If you wanted $\frac{3}{4} + \frac{1}{4}$ of an apple together, it would be $\frac{11}{12}$ —take out $\frac{1}{12}$ and you would have the sum left."

A child who has been properly directed in studying the nature of fractions, and the modes of reducing them from one name or denominator, to another, should find no greater difficulty in fractional operations than he does in using integers.

After disposing of fractions, I gave an explanation of the rules in progressions, at the request of several of the teachers, who had found difficulty in understanding, and, of course, in explaining them.

At our last exercise, I gave the teachers the liberty of suggesting particular points in arithmetic in which they had found difficulty as the basis of the lesson.

Several points were introduced and explained. One of them, as it so distinctly exhibits the denominational value of the different orders of units in simple numbers, I will record.

Problem. To divide by a mixed number, without reducing it to an improper fraction.

Example. Divide 145 by $2\frac{1}{2}$.

Solution.

$$\begin{array}{r} 34 \overline{) 145} (43\frac{1}{2} \\ \underline{136} \\ 90 \\ \underline{80} \\ 100 \\ \underline{95} \\ 50 \\ \underline{45} \\ 50 \\ \underline{45} \\ 50 \\ \underline{45} \\ 50 \end{array}$$

The main difficulty in this solution consists in disposing of the first fractional remainder, which is $\frac{1}{2}$. But as this is $\frac{1}{2}$ of a *ten*, we can ascertain its numerical value, which is 5, and add it to the units making 11 $\frac{1}{2}$. In this the divisor is contained three times, leaving 1 $\frac{1}{2}$ for a remainder, which divided by the divisor, gives $\frac{1}{2}$ as the fractional part of the quotient.

In teaching arithmetic, I insisted upon the practical illustration of arithmetical operations whenever this can be done. For instance, in subtracting $\frac{1}{2}$ from $\frac{3}{4}$, I would give a pupil some unit, as a foot—an actual measure, divided into twelve equal parts; or require him to cut an apple or a stick or piece of paper into twelve equal parts, and then take out $\frac{1}{2}$ of them for the minnend and $\frac{1}{4}$ for the subtrahend, so that he may have some tangible proof that the difference is $\frac{1}{4}$.

I also called the attention of the teachers to the *form* in which an operation should appear on the board or slate. Some teachers seem to neglect entirely the form of an operation, leaving their schools to confirm the habit of making awkward and scarcely decipherable figures, of writing zigzag columns, and of employing unknown and unknowable characters as signs.

GRAMMAR.—This study is the least interesting, because the least understood and least practical of all the studies in our schools; and it will remain so until a permanent and radical change is made in the nomenclature of the science itself. Grammar—literally, our grammatology—has dwindled down from being the science of the English language, to a very false syntax of English words, on an artificial Latin basis. While such a grammar sheds but very little light upon the character of the English language, it furnishes as little aid to one who would speak or write it with propriety, elegance and strength. If it be the design of grammar to “teach how to speak and write the English language with propriety,” the whole legion of grammars have signally failed of their object.

I therefore urged the teachers of the Institute never to rest satisfied with the mere parsing of the schools. Commence early the work of teaching grammar—as early as pupils begin to construct English sentences. Accustom them to correct the structure of their sentences, and require them to give, in their own language, the reason for the correction. See that in conversation, they use good English. Require them to tell stories, or give oral descriptions of objects which have interested them, or a narrative of some interesting journey they have made. Next, lead them to write these stories, descriptions and narratives, until this becomes as easy to them as the oral delivery. One-half of the time spent in trying to make children learn how to parse, employed in exercising them in actual conversation, or in writing good English, would give them a much better knowledge of the genius of the English tongue, and much readier and more acceptable use of it, both in speaking and writing.

To exhibit the Protean character of this science, and also to stimulate teachers to investigation, I gave a brief history of English grammar. While this subject was under discussion, the analytic system of Mr. Greene was introduced, illustrated and commended. There were, also, brief exercises in characterizing, classifying and practicing the sounds used in the English language.

GEOGRAPHY.—But a short time was devoted to this topic. At the request of some of the teachers, I exhibited the mode of illustrating, with the globe, the change of seasons, variable length of days, and the apparent position of the sun from different points on the earth, together with the appearance and motions of the stars from those points.

In two lectures I endeavored to show the importance of making the earth's topography the basis, if not the sum of our teachings on this subject. At present, our geographies are simply the great deeps of the world of science, into which the muddier portions of all the ologies in bibliography are borne.

No teacher should launch out upon this excursion without suitable measures. Every pupil should know from actual measurement the value of a rod, and a mile—a square rod and an acre. Let time be spent with the class in geography, in performing these measurements, until they have a permanent and lively apprehension of their meaning. Let the pupils measure the school yard, and a neighboring lot, and make a regular map of them, so as to judge of surfaces comparatively. Then let him draw a map of the town in which he lives, and compare its surface with that of the yard and lot. In this way, and in this way alone, can pupils prepare themselves to understand the extent of the different divisions of the earth's surface; in no other way will they ever come to realize the extent of the earth itself.

Next let the natural divisions of the earth's surface made by water and land, by rivers and mountain ridges, her lofty summits, extended table lands, and her immense slopes, be indicated on the world's map, as the grand landmarks to be forever familiar to the student of geography. To these landmarks let all other knowledge respecting the earth and its occupants be constantly referred.

SPELLING AND WRITING.—As the Institute occupied a school-room and were furnished with the place for writing, I embraced the opportunity to exhibit the mode in which I would conduct the spelling exercise of all pupils that can write. Nor should I think of having a child spell much before writ-

ing, at least, with chalk, on the board. When the hour for the spelling exercise had come, a carrier distributed paper and pencils, of which I had taken the precaution to furnish myself with a sufficient quantity.

I then stated to the teachers that my object in this exercise was to exhibit a mode of teaching spelling, and of forming the habit of writing. I proposed for the first exercise a spelling lesson, and requested them to commence, by writing in a suitable place on the page, and in suitable characters, LESSON I. I then gave them fifteen words, such as had been used during the exercise just preceding, and requested them to write them, observing the spelling, the writing, and the proper location of the words on the page. When the half hour had expired, the carrier returned all the papers to my table.

Incorrect spelling was marked before the next exercise, and the exercise itself was introduced by indicating some of the irregularities in the execution of the preceding exercise. I drew a plan of the sheet on the black-board and marked off a proper margin, indicated the place in which the word "Lesson" should be written, and gave for the second exercise, fifteen words to be written and defined. These words had been used and defined in the preceding lectures. Considerable improvement was noticeable in the execution of this exercise over that of the first. Still we did not secure definitions from more than half of the teachers, and there was great irregularity in the locating, capitals, and pointing, of the definitions. The papers were all returned to my table, and the faults in the execution marked. At the next exercise, I called attention to the distance to be allowed between the lessons, as this had been quite generally overlooked, and after noticing some other irregularities, I read for the third lesson, another column of words to be defined. This was a decided improvement.

At the next exercise I read a passage from a book, to be written with the proper capitals, and proper punctuation. For the next, I read a letter requesting the teachers to write it, observing the proper position of the date, the address, the beginning of the letter, the close and subscription to it; also, requesting them to fold and direct the letter.

At the next exercise, after pointing out the irregularities in dating, commencing, punctuating, ending and subscribing, folding and directing the preceding letter, I asked each teacher to execute just such a letter, as he would write to a school district committee, making application for a school. This was our last spelling and writing exercise. The entire results of these exercises are now before me; and they indicate the necessity and the success of just such an exercise, for every school-room. Among the performances of this exercise, there were two models, excepting only the punctuation, and I am happy to record the fact, those were executed by two teachers who had attended the Normal school, and been obliged there, to write. The conclusion which was forced upon me by this exercise is, not that our teachers have not the capacity to write model notes and letters, but that they are not accustomed to the exercise. I ventured to suggest to the teachers, to introduce into their schools a daily exercise similar to these. As a spelling exercise, it is the best possible, while their scholars will at the same time acquire a facility and correctness in writing, which they, certainly most of them, will never acquire on any other plan. Although the teachers at first seemed reluctant to engage in this exercise, I was very happy to mark a growing willingness to engage in it, and a growing conviction that it was a needed and useful lesson for the Institute.

The above report embraces the main points on which instruction was given during the day sessions of the Institute. The only reading was that connected with the devotional exercises of each morning. Had Mr. Stone been present, two hours of each day would have been devoted to this exercise under his direction. The next Institute in this county, should make pronunciation and reading prominent exercises, under a professional elocutionist.

EVENING SESSIONS.

On Monday evening the citizens of the place were entertained by an address from our Superintendent, on the general condition and immediate

wants and pressing claims of our common schools. Had this address been given later in the session of the Institute, it would have been heard by many more of our citizens. Its clear exhibition of the lamentably low state of our schools, of the want of public sympathy, the need of better school-houses, of more thoroughly educated and professionally trained teachers, of a better classification, and of more competent supervision, would undoubtedly have given many of our citizens juster views of the character and wants of our schools, had they been present to hear it; and its earnest appeals should have awakened a general and an earnest interest in those who are called to sustain the schools. It is exceedingly desirable that such addresses be given in the hearing of every parent in Connecticut, and of every man whose property should be held devoted to the adequate support of our common school system. Such addresses promote just views on this subject, and right thinking must precede all right action.

On Tuesday evening, until eight o'clock, the subject before the Institute for consideration was "the order in which studies should be introduced in ordinary education." The order of studies presented by Dr. Cutter, and defended in an able manner, was as follows: reading, spelling, writing, with the elements of drawing, arithmetic, book-keeping, physiology, and morals, geography, grammar, and history. This "order" he based upon the capacity and wants of the child, and also, on the contingency, that he might be obliged to leave school at any point in the progress of these studies.

Several gentlemen remarked upon the general subject, and suggested modifications of the above order. Music, it was claimed, should have a place in the list, and should be introduced in the earliest stages of the educational course.

After eight o'clock Dr. Cutter gave a very interesting lecture upon the importance of a general diffusion of intelligence upon the subject of physiology.

On Wednesday evening the Institute considered the means for promoting punctuality of attendance in our schools, and the best modes of awakening a public interest in the cause of common school education. Both topics were discussed with much spirit and interest, and much truth was evolved. Irregular and tardy attendance are two sources of much mischief in all of our schools. Every teacher should report irregularities of this kind, every week, to the parents and guardians of his school. Undoubtedly, this course if judiciously persisted in, would very greatly diminish the evil. Next, he must use his utmost ingenuity in making the school an attractive place for his pupils. Let them be drawn early and daily to the school-room by the strong magic of an educational influence felt and rejoiced in, there.

To interest the public generally and deeply in this subject, is a more difficult problem. When this is effectually done, the other evil will have been comparatively cured. When parents shall feel as lively an interest in the education of their children as they do in their labor, they will see that they attend the school as constantly and as punctually as they now do the mill or work-shop. Pecuniary responsibility to the school system would greatly promote an interest in the schools. Vote money for a school-house, or for lengthening out the school, or for school apparatus, and you create at once a practical interest all over the district. A condition in the appropriations of the school fund, requiring each district to raise a certain sum as the cheapest terms on which it can receive the appropriation, would doubtless greatly extend and deepen in our state the interest in our schools.

On Thursday evening the exercises were introduced by an address on the importance of self-culture to the teacher, and the aids he needs in qualifying himself for his work. Every teacher, it was claimed, should be a student. None but a thinker can promote thinking among others. The teacher, even of a district school, needs very extensive information to be able to conduct well the varied studies of the school-room. He must be a daily learner.

But he needs also much skill in the art of teaching, and in the no less difficult art of disciplining his school. In both of these respects, he may

gain much by associating with other teachers, and visiting successful schools. All teachers should contribute their influence to sustain teachers' associations as means of professional improvement. Then the Teachers' Institute and the permanent Normal School are the timely aids upon which our teachers can now depend for great assistance. With these means of improvement, it is felt that the teachers of our day ought to be far better qualified for their work, than the teachers of any former age. Do away with the bedwaring custom of "boarding round," and let the school districts be furnished with suitable libraries, and we see no reason why we may not soon have a corps of highly cultivated and rightly trained teachers.

After the address and some general remarks upon the topic by several gentlemen, the Institute gave way for a meeting of the Windham County Association of Teachers. At this meeting the teachers made arrangements for a practical carrying out of some of the preceding suggestions.

These evening sessions were generally well attended, and the interest of our citizens increased up to the close of them. Undoubtedly they would have been more attractive and instructive than they were, if we had had the usual assistance on such occasions. It could hardly be expected that the teacher of an Institute, after incessant talking for six hours in the day, would have much vigor for popular addresses in the evening. But for local aid, our evening sessions might have proved a failure. My warmest thanks are due to the Rev. Mr. Holmes and Ramsdell, and to Dr. Williams, and H. Johnson, Esq., for the very timely and needed help they afforded in these evening sessions.

All which is respectfully submitted,

E. B. HUNTINGTON.

INSTITUTES

AT AVON, NEW LONDON, CORNWALL, AND GREENWICH.

TO HON. H. BARNARD,

Agreeably to your instructions, I conducted the Institutes placed under my charge, at Avon, New London, Cornwall, and Greenwich, with special reference to making the course of instructions practical, and to inspiring the teachers with an earnest and well-directed spirit of self and professional improvement. The attendance was as follows: at Avon, 55; at New London, 52; at Cornwall, 136; and at Greenwich, 29. The Institute at Greenwich was appointed too late in the season, most of the teachers having commenced their winter schools. The local interest exhibited was very strong, and the desire of the teachers to renew the services in the spring, was an evidence that a good degree of success attended the efforts put forth in their behalf. The minutes of the several Institutes, when forwarded by the secretaries, will give you the order of the several topics, and the time devoted to each, as well as the subjects of discussion and lectures in the evening.

T. D. P. STONE.

New Britain, Nov. 18th, 1850.

The minutes referred to have not been received at this office. The following list of teachers in attendance at Cornwall, was appended to a brief notice of the proceedings of the Institute, in the *Litchfield Enquirer*:

"The number of teachers in attendance was 136, besides school committees and citizens. The formation of the Litchfield County Teachers' Association, was an interesting feature of the meetings, and full of promise to the common school.

The subscribers, members of the Institute, hereby tender to the several gentlemen who conducted the exercises, and to the citizens of the place, our thanks for their services—their generous hospitality—their attention to our wants in the accommodations offered for our exercises, and especially to Mr. Andrews, of the Alger Institute, for the use of the valuable apparatus of his seminary.

While we pledge ourselves to each other and to our fellow-citizens, to carry with us to our schools, and through life, the valuable suggestions and impressions here received, we cannot refrain from expressing the convictions that the interests of common schools demand a larger appropriation from the State, for the proper support of similar Institutes, in the spring and fall, as the Superintendent of Common Schools may find suitable openings for them.

CATALOGUE.

| Names of Teachers. | Residences. | Names of Teachers. | Residences. |
|---------------------|--------------|----------------------|--------------|
| Charles Bushnell, | Salisbury. | Jay Ferriss, | New Milford. |
| C. W. Sherwood, | " | Edward F. Morehouse, | " |
| Stanley L. Warner, | New Milford. | Egbert Northrop, | " |
| Henry D. Sherman, | " | Edward Hine | " |
| George Sherwood, | " | Salmon Couch, | " |
| Stephen C. Ferriss, | " | Earl Buckingham, | " |

| Names of Teachers. | Residences. | Names of Teachers. | Residences. |
|----------------------|------------------------|-----------------------|------------------------|
| John Buckingham, | <i>New Milford.</i> | W. S. Millard, | <i>South Canaan.</i> |
| Edgar Baldwin, | " | Henry Belden, | <i>Falls Village.</i> |
| Madison Mallett, | " | Chauncey P. Beebe, | " |
| F. A. Curtiss, | <i>Warren.</i> | Franklin Burr, | <i>Burrville.</i> |
| E. H. C. Northrop, | " | John T. Andrews, | <i>Sharon.</i> |
| T. B. Taylor, | " | Artimecia Hollister, | <i>Salisbury.</i> |
| Charles Everett, | " | Helen M. Brown, | <i>New Milford.</i> |
| George W. Bunnell, | " | Sarah N. Woodruff, | " |
| Benjamin E. Carter, | " | Caroline Marsh, | " |
| James Stone, | " | Miss M. Sackett, | <i>Warren.</i> |
| Theodore Wickwire, | " | Maria Stone, | " |
| Arctus K. Holt, | <i>Norfolk.</i> | Sarah A. Everett, | " |
| George E. Pease, | " | Jane Everett, | " |
| Charles F. Ingram, | " | Betsey Taylor, | " |
| Ralph E. Deen, | " | Mary E. Stone, | " |
| George W. Kasson, | <i>Litchfield.</i> | Sarah J. Stone, | " |
| Frederic B. Webster, | " | Delia Ellis, | <i>Norfolk.</i> |
| L. S. Samson, | " | Maria Alling, | " |
| George W. Page, | <i>Milton.</i> | Lucy M. Kasson, | <i>Bethlem,</i> |
| Edward H. Wright, | " | Eleanor M. Kasson, | " |
| Noah R. Hart, | <i>Cornwall.</i> | Sarah H. Vaill, | <i>Milton.</i> |
| William E. Marsh, | " | Clara C. Vaill, | " |
| George R. Gold, | " | Mary J. Hinman, | <i>Cornwall.</i> |
| Edward M. White, | " | Harriet E. Kellogg, | " |
| John Catlin, | " | Emily F. Minor, | " |
| Charles C. Smith, | " | L. Jane Clark, | " |
| A. M. Pangman, | " | Miss Benedict, | " |
| M. D. Smith, | " | Catharine W. Millard, | " |
| Myron Millard, | " | Harriet A. Clark, | " |
| E. D. Pratt, | " | Mary E. Marsh, | " |
| Almond Pratt, | " | Lucretia I. Kellogg, | " |
| Minor P. Rogers, | " | Abigail Potter, | " |
| J. White, | " | Sarah Clark, | " |
| H. Milton Hart, | " | Ellen M. Chaffee, | <i>Ellsworth.</i> |
| M. P. Bell, | " | Lucy E. Lord, | " |
| Newton F. Everett, | <i>Ellsworth.</i> | Sarah A. Everett, | " |
| Paul C. Skiff, | " | Hannah J. Skiff, | " |
| Floyd Everett, | " | Elizabeth St. John, | " |
| William St. John, | " | Electa Smith, | " |
| Robert Buckley, | " | Sarah Woodruff, | " |
| Abiah St. John, | " | Sarah E. Calhoun, | <i>Washington.</i> |
| Sheldon I. Logan, | <i>Washington.</i> | Celia Nettleton, | " |
| Samuel N. Logan, | " | Sarah D. Whitney, | <i>Lakeville.</i> |
| George R. Logan, | " | Eliza Miles, | <i>Goshen.</i> |
| Edward Hayes, | " | Sophia J. Smith, | <i>North Kent.</i> |
| Elmon Smith, | <i>Kent.</i> | Phebe S. Allyn, | <i>Wolcottville.</i> |
| Charles Wilson, | " | Lucia H. Lyman, | <i>New Hartford.</i> |
| George W. Wilson, | " | Sophia Adams, | <i>North Canaan.</i> |
| C. M. Smith, | " | Harriet L. Whiting, | <i>Torrington.</i> |
| Stephen Smith, | " | Jane E. Whiting, | " |
| Beebe S. Hall, | <i>South Farms.</i> | Jane A. North, | <i>Torringtonford.</i> |
| L. B. Hall, | " | Elizabeth L. Vaill, | <i>Milton.</i> |
| Whitney Elliott, | <i>North Branford.</i> | Abbia E. Vaill, | " |
| Dwight Allyn, | <i>Goshen.</i> | Amanda E. Millard, | <i>South Canaan.</i> |
| A. Allyn, | " | | |
| Jonathan Buckingham, | <i>New Hartford.</i> | | |
| Cyrus A. Todd, | <i>Marbledale.</i> | | |
| Theodore F. Vaill, | " | | |

REPORTS

OF

COUNTY INSPECTORS OF COMMON SCHOOLS.

By a resolution of the General Assembly in 1850, the Superintendent of Common Schools, in addition to the schools or conventions of teachers, is authorized and directed to hold, or cause to be held, at least one meeting of teachers, school officers and parents, in each school society, for an address and discussion on topics connected with the organization, administration, instruction and discipline of our common schools; and for this purpose the sum of three dollars for each society is appropriated.

In pursuance of this resolution, the undersigned is aiming, not only to secure an address on topics connected with the condition and improvement of common schools in each school society, but to illustrate, in a limited and imperfect manner, some of the advantages of a system of county inspection, and of a plan of reports which shall present the comparative standing of the schools of several societies. With this end in view, he has secured the services of several experienced teachers and school officers, to deliver an address in several societies, and to visit at least two schools in each society in which an address shall be delivered, and after going through the circuit assigned, to present a report of their doings, and of the results of their observation and inquiries. These reports, it is anticipated, will exhibit the condition of the schools from a more independent and higher point of view, than the visitors of the schools of only one society can possibly give.

The want of all official authority,—the narrow sphere of action,—and the brief period of time which each county lecturer, with the compensation allowed, (which is barely sufficient to meet the expenses of travel,) will be able to give to the work, will, of course, make a broad difference in the results of this plan, from that of a system of county, or senatorial district inspection, which might easily be framed, and which should include the examination of all candidates for the

office of teacher in a common school, of every grade,—the granting of certificates of qualification, graduated according to the attainments, experience, and practical knowledge of each candidate, and subject to be revoked by the authority granting the same, on evidence of inefficiency or unworthiness,—the personal visit at least twice a year to every school in the circuit, in which the examination shall be conducted both by the teacher and inspector, and by means of oral and written answers,—a personal knowledge of every teacher and every school,—a familiar conference for one day and evening, with all the teachers of a town, at least once during each season of schooling, and with all the teachers of a county, for one week, in each year,—at least one public address in each town, after due notice, in which the relative standing of the several towns in respect to school-houses, the attendance of children at school, the length of the time the several schools are taught during the year, the compensation paid to teachers, the degree of parental and public interest in the whole matter of education, and other particulars, shall be set forth and fortified by statements made by local committees, and extracts from the records of personal visits to the schools,—a conference once a year with the school officers of the several towns and districts who may choose to come together, on due notice, for consultation respecting books, teachers, apparatus, &c.,—and an annual report to the State Superintendent, embracing their own doings, the condition of the schools in each town, the relative standing of the several towns in all the essential points in the condition of public schools, and plans and suggestions for improving the organization, administration, instruction, and discipline of the schools. Until some such system of inspection can be put into operation, there will be no independent and competent tribunal for the examination of teachers; no responsibility to public opinion, pressing on local school committees and teachers; no persons constantly at hand sufficiently well-informed and at leisure to devise and suggest plans of improvement, and co-operate in carrying out the same; no diffusion of new ideas; no benefitting by the experience of others; no rivalry for improvement; no progress.

Experience has shown, in every country, where a system of inspection, embracing the features above hastily sketched, and which adds to the immediate supervision of a committee charged with the details of managing one or a small number of schools, the constant and regular visits of a person of known practical knowledge and skill in the business of education, and acting with an independence of local appointment and influence, although clothed with no other authority

beyond that of giving friendly advice and co-operation, and of making public whatever of deficiency and of excellencies he may observe in his visits, gives life and vigor to the administration of a school system. Children, teachers, committees, and parents, all share the impulse and the benefits of suggestions and hints thrown out in private conversation, and in the public addresses and reports which it is the duty of the inspector to make. No class of persons with us will be more anxious to receive the visits of an intelligent, devoted and impartial inspector, or to welcome his counsel and co-operation, than faithful teachers.

An essential feature of this plan of school inspection, is the examination and induction of teachers into the profession. Without going into detail, at this time, the undersigned would suggest for the consideration of school officers and teachers, some modification of our present system, in these respects.

The certificate or diploma of a school teacher should be worth something to him, and be at the same time an evidence to parents and local committees who may not have the requisite time and qualifications to examine and judge for themselves of the fitness of a person to classify, teach and govern a school. It should, therefore, be granted by a committee, composed of one or more persons competent to judge, from having a practical and familiar knowledge of the subjects and points to which an examination should be directed, and above all, of what constitutes aptness to teach, and good methods of classification, instruction and discipline. The person or committee should be so appointed and occupy such a local position as to remove the granting, withholding or annulling of a certificate above all suspicion of partiality, or all fears of personal consequences. A diploma should mark the grade of school which the holder, after due examination, is judged qualified to teach, and for this purpose, there should be a classification of diplomas. The first granted, and the only one which should be granted to a candidate who has not had at the time some experience as an assistant in the practical duties of teaching, should entitle the holder to teach in the particular school for which he has, or is about to apply, and which should be specified in the diploma. Before granting such a diploma, the circumstances of the school should be known to the person or board granting the same. After a successful trial for one term in this school, an endorsement on the back of the certificate to this effect, might give that certificate currency in all the districts of the town, where committees and parents could themselves know or judge of his attainments, character and skill as a

teacher. A diploma of the second degree should not be granted until after a more rigorous and extended examination of the candidate has been held, and the evidence of at least one year of successful teaching can be adduced. This examination should cover all the studies pursued in common schools, of every grade, except in Public High Schools, in cities and large villages. This certificate should be good for any town in the county for which it is granted. After three years of successful teaching, teachers who have received the first and second certificates, may apply for the third, which should be granted only by a board composed of the inspectors or examiners in two or more counties. This certificate, until annulled, should exempt the holder from all local and annual examinations, and be good for every school, so far as entitling the holder to be paid out of any public funds. Every certificate should be based on satisfactory evidence of good moral character, and unexceptionable conduct, and every teacher who proves himself unworthy of the profession by criminal or immoral acts, should have his certificate publicly annulled. The great object is to prevent incompetent persons from gaining admission into the profession, and exclude such as prove themselves unworthy of its honors and compensation. Every board of examination should be composed of working school men,—of persons who have been practical teachers, or shown their interest in the improvement of schools, and the advancement of the profession by their works. Every examination should be conducted both by oral and written questions and answers,—should be held only at regular periods, which should be designated in the law, and the examination papers, and record of the doings of every meeting should be properly kept and preserved. The names of the successful candidates for certificates of the second and third degree, should be published annually, in the Report of the State Superintendent, as well as the names of such teachers whose certificates have been annulled for criminal or immoral conduct. A portion of the public school money in each town should be paid directly to the teacher, according to the grade of certificate he may hold.

This whole subject is commended to the immediate and serious attention of school officers and teachers.

The reports of the gentlemen employed to deliver the lectures, will be published in matter and form as they are received at this office.

HENRY BARNARD,

Superintendent of Common Schools.

Hartford, January 1, 1851.

REPORT

ON THE

CONDITION OF COMMON SCHOOLS IN LITCHFIELD COUNTY.

TO HENRY BARNARD, Esq.

Superintendent of Common Schools.

The thorough system of questions and official returns which has been already instituted under your direction, renders it unnecessary that this report should deal in dry facts and figures only, or even chiefly.

Your instructions to me, left the course of action to be adopted in the county very much to my discretion; this report, therefore, must conform, not to the shape and style of reports in general, but to the peculiarities of the labors performed and the ground traversed.

I. General remarks as to the condition of Schools, School Houses and School organization in Litchfield County.

II. Prominent and general defects and their remedy.

III. Teachers' Institutes.

IV. Personal summary and conclusion.

I. (1) The School-houses in this county have very much surprised me. With few exceptions they all answer to the same description. In New Hartford, Colebrook and Sharon, some of these exceptions were *seen*; they were *heard of*, as doing credit to various other neighborhoods which I could not visit. Over thirty schools were visited and notes made of their style inside and out, until the repetition began to seem useless and wearisome; then, over one hundred other schools were visited and notes of any striking circumstances were made; so that, more or less schools have been seen by me in every School Society in the County, save *one* (Warren,) amounting to over one hundred and forty in all. The facts which I state are carefully deduced from these general notes and impressions, and will be found to err, if at all, invariably in favor of the County's good name.

It is believed that there is not a school-house in the county, which was ever, in its finish and style of workmanship, equal to the ordinary meeting-house. The finest house I have seen, stands in New Hartford (North,) the worst one, is either one mile south-west of Barkhamsted Center, or else two rods from the new church in Ellsworth; the former being of wood, the latter of brick, and both of them monuments of decay.

Not three houses in eighty provide for the separation of the sexes in any thorough manner, both within and without the school.

About eight in every eleven are destitute of every appurtenance for neatness, comfort or modesty.

But one enclosed school-lot has been seen, viz. in Colebrook.

Not one house was seen in the county, that was not obviously in need of repair!—window glass, locks, stove doors, chimneys, etc.,—something is always wanting.

Five houses have been found which seat the scholars comfortably and properly. All the rest violate the principles of sound sense in their interior order more or less fatally. The seating of the scholars around the room, backs to the stove, faces to the daylight, prevails almost universally.

No attempt at ornamentation or elegance has been seen at all. A very elegant natural beauty marks one of the schools in Wolcottville, viz. a grove of pines that almost embosom it: this is the only *BEAUTY*, either natural or artificial, that I have met with in connexion with the schools.

No provision for neatness, such as mats, washing apparatus, combs, brushes, etc. have been met with, except one at a time, and in single schools.

teacher. A diploma of the second degree should not be granted until after a more rigorous and extended examination of the candidate has been held, and the evidence of at least one year of successful teaching can be adduced. This examination should cover all the studies pursued in common schools, of every grade, except in Public High Schools, in cities and large villages. This certificate should be good for any town in the county for which it is granted. After three years of successful teaching, teachers who have received the first and second certificates, may apply for the third, which should be granted only by a board composed of the inspectors or examiners in two or more counties. This certificate, until annulled, should exempt the holder from all local and annual examinations, and be good for every school, so far as entitling the holder to be paid out of any public funds. Every certificate should be based on satisfactory evidence of good moral character, and unexceptionable conduct, and every teacher who proves himself unworthy of the profession by criminal or immoral acts, should have his certificate publicly annulled. The great object is to prevent incompetent persons from gaining admission into the profession, and exclude such as prove themselves unworthy of its honors and compensation. Every board of examination should be composed of working school men,—of persons who have been practical teachers, or shown their interest in the improvement of schools, and the advancement of the profession by their works. Every examination should be conducted both by oral and written questions and answers,—should be held only at regular periods, which should be designated in the law, and the examination papers, and record of the doings of every meeting should be properly kept and preserved. The names of the successful candidates for certificates of the second and third degree, should be published annually, in the Report of the State Superintendent, as well as the names of such teachers whose certificates have been annulled for criminal or immoral conduct. A portion of the public school money in each town should be paid directly to the teacher, according to the grade of certificate he may hold.

This whole subject is commended to the immediate and serious attention of school officers and teachers.

The reports of the gentlemen employed to deliver the lectures, will be published in matter and form as they are received at this office.

HENRY BARNARD,

Superintendent of Common Schools.

Hartford, January 1, 1851.

REPORT

ON THE

CONDITION OF COMMON SCHOOLS IN LITCHFIELD COUNTY.

TO HENRY BARNARD, Esq.

Superintendent of Common Schools.

The thorough system of questions and official returns which has been already instituted under your direction, renders it unnecessary that this report should deal in dry facts and figures only, or even chiefly.

Your instructions to me, left the course of action to be adopted in the county very much to my discretion; this report, therefore, must conform, not to the shape and style of reports in general, but to the peculiarities of the labors performed and the ground traversed.

I. General remarks as to the condition of Schools, School Houses and School organization in Litchfield County.

II. Prominent and general defects and their remedy.

III. Teachers' Institutes.

IV. Personal summary and conclusion.

I. (1) The School-houses in this county have very much surprised me. With few exceptions they all answer to the same description. In New Hartford, Colebrook and Sharon, some of these exceptions were *seen*; they were *heard of*, as doing credit to various other neighborhoods which I could not visit. Over thirty schools were visited and notes made of their style inside and out, until the repetition began to seem useless and wearisome; then, over one hundred other schools were visited and notes of any striking circumstances were made; so that, more or less schools have been seen by me in every School Society in the County, save *one* (Warren,) amounting to over one hundred and forty in all. The facts which I state are carefully deduced from these general notes and impressions, and will be found to err, if at all, invariably in favor of the County's good name.

It is believed that there is not a school-house in the county, which was ever, in its finish and style of workmanship, equal to the ordinary meeting-house. The finest house I have seen, stands in New Hartford (North,) the worst one, is either one mile south-west of Barkhamsted Center, or else two rods from the new church in Ellsworth; the former being of wood, the latter of brick, and both of them monuments of decay.

Not three houses in eighty provide for the separation of the sexes in any thorough manner, both within and without the school.

About eight in every eleven are destitute of every appurtenance for neatness, comfort or modesty.

But one enclosed school-lot has been seen, viz. in Colebrook.

Not one house was seen in the county, that was not obviously in need of repair!—window glass, locks, stove doors, chimneys, etc.,—something is always wanting.

Five houses have been found which seat the scholars comfortably and properly. All the rest violate the principles of sound sense in their interior order more or less fatally. The seating of the scholars around the room, backs to the stove, faces to the daylight, prevails almost universally.

No attempt at ornamentation or elegance has been seen at all. A very elegant natural beauty marks one of the schools in Wolcottville, viz. a grove of pines that almost embosom it: this is the only *BEAUTY*, either natural or artificial, that I have met with in connexion with the schools.

No provision for neatness, such as mats, washing apparatus, combs, brushes, etc. have been met with, except one at a time, and in single schools.

No apparatus for illustration and instruction, has been seen, except one set of pine-blocks, to illustrate the extraction of the Cube Root; not a globe or card or picture or diagram has been seen in any school, ready to address the eye of a learner young or old. Outline maps were seen in nine schools; map of Connecticut in about three-sevenths of the schools visited; and lastly over thirty "Solomon's Temples" may be found in the shabby school-houses of the county, particularly in the Northern part. I heard no recitation from these "Temple" maps, nor ever saw them used.

No building in the county, that I have either seen or heard of, has any ventilation, except one (New Hartford;) oftener the rooms are furnished with air by frequent holes that scholars have kicked through the side of the house, or broken through the dirty window glass. No close room, unpleasantly close, was visited during my tour; but I found many a room, *at least one-half of all the houses visited*, which will be very cold indeed, when winter comes, unless the fire of Litchfield wood and stoves yields more than an ordinary amount of heat.

About two-thirds of the schools (rather more than less,) have small blackboards. But during the six weeks spent among the schools, I did not see the board used once, or any signs that it had been used at all recently. This is the fault of the teachers, undoubtedly; and yet many of the boards are so small, and the rubbers so scanty and the chalk furnished so hard, that to neglect them seems almost a necessity imposed on teacher and scholar.

The school-house ought to be equal to the best house in a neighborhood. The teacher can teach many a lesson by many a differing method; but that the public care for youth; that every citizen approves and will assist every scholar; that the cultivation of mind and heart, is of far greater moment than political or individual wealth: lessons such as these can be taught by actions and in no other way. Hence dilapidation and neglect of school-houses become absolute crimes; they lead continually to mistake and disaster, because they so powerfully teach youth to set higher store by every thing than they do by school.

(2) The scholars and teachers in the summer schools of Litchfield Co., were not as I had anticipated; the sexes were more equally represented by scholars than I had expected; the average age was less than supposed; I estimate it now at from eight to nine years; the studies are strangely irregular, out of place and ill adapted to youth; the attendance was but little over sixty per cent. of the names on the roll; habitual study was not observed in any school save one, and in that, it had marked only three or four faces.

There has been found but one teacher who proposed making teaching a permanent profession; not one possessing what is termed a liberal education; I have heard in all the schools visited, no attempt whatsoever, to TEACH, i. e. to explain, illustrate and impress upon the learner's mind, any truth of any kind; it is a misnomer to call them "teachers," for they never even profess to teach; they are *reciters* and the scholars are reciters to them. Except in two schools I could find no trace of system or pre-conceived plan, either as to classification, instruction or discipline; and in these two it was a mere trace, nothing more. The average pay of teachers in the summer schools is a little under \$1.50 per week and board round, (I make my estimate from the twenty-eight cases inquired of;) the highest salary found was \$2.25 and board; the lowest was 75 cents per week, and the teacher boarded herself! The great majority of these teachers are teaching for the first or second season; the average *professional* age of the teachers will not be found as high as two years: the longest experience met with was five seasons; the least was seven weeks, the teacher in this latter case being but fourteen years old.

It is an ungracious task to speak of the literary qualifications of the teachers I have met with; were it not that a well qualified teacher is every where a very rare personage, and that nobody knows and laments this disqualification as clearly and deeply as teachers themselves, I should be loth to express an opinion. Ask the teachers of Litchfield County: "Are you competent, in your own estimation, to teach?" and with one voice they will answer, "We are not!" If we ask again, "Why are you not?" the

answer is as hearty and as true; "No one has taught us!" From this invariable consciousness of defect and incompetency among teachers, springs perhaps the strongest argument in favor of teachers' institutes and the Normal School. Of these, however, more hereafter.

The average number of scholars present in the schools which I visited was not far from eighteen; the largest numbered thirty-three, the smallest nine; while the average number of names on the school roll, I found to be over thirty, giving very nearly forty per cent, absence. In three instances I found or heard of schools wherein the teacher would sit oftentimes without a scholar; I found one such, and heard of two others.

In neatness of dress and general appearance of comfort, the scholars surprised me, for I was expecting to find them surpassing, at least in cleanliness, our city schools; my expectations were not realized; want of comfort is a venial fault, but want of neatness is ever and always unpardonable.

In relation to the comparative state of different portions of Litchfield County it is hard to speak. No one region surpasses another in any marked manner, nor have I observed either marked deadness, or marked enthusiasm in school matters. If any one town is more cold and dead than another, that town is Litchfield herself, which should be, on the contrary, a warm heart, pulsating through all the county. The academy system which has caused and fostered a spirit of exclusiveness among certain classes, seems to have reached the weakness of old age, while, as yet, the common school has not come up to fill its place. There can be found no where such active enemies of popular education, as that "Board of Trustees," who have grown old with an old academy building on their hands. The people cannot move, for here's a building all running to waste and ruin; the trustees cannot, for pecuniary interests have been entrusted to them; and so it comes to pass, that a poor, puny, starveling academy, and a large unorganized and ungoverned public school are found side by side, each reacting badly on the other. The remedy is—UNION for the sake of Education. It is bad enough to find three churches occupying the same little garden spot; in church matters, however, it is only full grown men that suffer and they pay for it as they go along: but when two schools stand, each a disgrace to the name school, it is the children who suffer, and they have no redress. In most parts of this state, academies and free schools cannot long live side by side. It were well, for it is so accordant with the genius of liberty and democracy, to merge the former in the latter; then will our youth, growing up shoulder to shoulder, be able also to live, as equal citizens of a common republic.

The connexion which our Public Schools have with our national institutions and permanent political welfare, is a subject too little studied by teachers.

(3.) The working of the present school system in the county, shows many excellencies and as many defects. The district committees are regular in notifying the district meeting in the spring and fall. They are usually provided with a candidate teacher, ready to be examined as soon as school-time comes. They usually remember to call upon the visitors in season to have the visits made, without which, school money cannot be drawn; if they forget this, they are always willing to call the school together again for special inspection after the term is over: (this expedient is very common indeed.) On the other hand, the committee rarely visit the teacher when the school is once started; they know little and provide little for the daily occurring necessities of the school; they interest themselves but slightly as to the intellectual and moral advance of the school and the community, and except at the beginning and end of the term seem to have no connexion whatever with the school. Their duties are purely OFFICIAL, and hence are limited by the letter of legal requisition. It may be interesting to state, that out of thirteen "school warnings" which I stopped to read as they were posted on school-house doors, nine were badly misspelled and then signed by committee, doubtless for the exercise of the school in critical skill.

The visitors, also, seem to exercise only an official care over the school.

True, they examine teachers, look at schools, propose text-books and draw up certificates for procuring school moneys.

After long conversations with various visitors through the county, I am sure that very few if any school visitors profess or try to satisfy all of the duties laid upon them under existing laws. At least eight in ten visitors feel their inability to examine teachers, and do not hesitate to say as much to me; very few of them attempt to make any real visits to the schools. I have found one visitor who does visit really and truly, but he says that it takes fully six weeks in the year to do it, and he cannot continue thus any longer. The statistical labors laid upon the visitors, are onerous to almost all. By many, I have seen them entirely and openly laid aside: by most, they are imperfectly performed; while by a laborious few, whom I could name, they are discharged in all their detail.

It is not uncommon to find teachers, rejected by one visitor as incompetent to serve in one society, approved and admitted to larger and more difficult schools in an adjacent society. I have found two neighboring societies which take pleasure, each in accepting the rejected candidates of the other "*out of mere spite.*" In other words, the examinations of teachers to ascertain their capability, etc. is generally of very little value in the estimate of the teachers, or of the public; it is a well established fact, that mere acceptance by an examiner is no evidence of competency, nor is rejection any disgrace. There are some exceptions, no doubt; but the general fact remains that there is no standard, either uniform or useful, set for the trial and estimate of teachers, in this county; the visitors admit this freely, deplore it, and wish it otherwise, in many cases urging upon me that the subject be brought before you. Of this more hereafter.

As to the general tone of public sentiment in the county, it is good. I have found no difficulty in gaining attentive audience both in public and in private labors. But the want of any general knowledge of what a good school is, the inexperience against which all must labor, together with the prudent, calculating thrift which is New England's wealth, these are indeed real obstacles, but they are superable. Want of practical guidance, is the want of the county; the day has passed when an argument to demonstrate the need and beauty of universal education is required; the question now is HOW shall we set ourselves to work.

It is very true that the schools are neglected; yet as true is it, that few citizens dream that schools need their help. The sources of school energy and life are not well known by all; there must be guidance even to the last detail of school organization and study.

II. Evils and defects and their apparent remedy.

(1.) The worst faults discernible in the schools, are the want of regularity, of punctuality and of classification. I had no conception of these evils in their full extent, until I made the tour of Litchfield county. Few schools begin at any particular hour, or end with any approach to the three hour system. Timeless, irregular schools are worse than no schools. Parents are chiefly at fault in allowing the second want—the want of punctuality—to degrade and disgrace the schools. Teachers and school officers are at fault in allowing such waste of time and patience as every unclassified school necessitates. WANT OF SYSTEM is the fault of all parties connected with the schools.

To correct an irregular timeless teacher, is a very easy task for any Committee man to achieve. Let him furnish the house with a clock, and request the teacher to lock the doors at school commencement, and keep them locked at least fifteen minutes, and make a weekly report as to the time of closing the door each day, and the number of scholars thus rendered late. Then let every late scholar be requested to produce a written note from his guardian or parent, *not of excuse*, but simply indicating that the fact of lateness is known at head quarters. Talk forever about punctuality, and it is of no avail; but any one punctual member of a system, if he really loves punctuality, will compel the remaining members to acquiesce.

To correct irregular attendance and tardiness on the part of scholars, I offer the following suggestions. (1.) Let the school district draw its money, not according to the number of children within its limits, but ac-

according to the average number attending school from day to day. (2.) If it be possible to award prizes or premiums to schools for any excellence, let it be for punctuality and regularity. (3.) Let every school society calmly decide before hand how many times children may be *causelessly* absent or late; then let every teacher be empowered by the society to cut off any scholar who exceeds this fixed allowance. (4.) Let the school-house, school ground, and school employments be made so attractive, that school will draw youth to it more powerfully than home ever can.

To remedy faults in classification and school discipline, I propose as the only possible course, **THE THOROUGH TRAINING OF TEACHERS FOR THEIR PROFESSION.** This must be achieved—(1.) By the normal school. (2.) By teachers' institutes (3.) By county organization and superintendencies. It is very easy to arrange a school orderly and systematically; but there are few teachers that attempt it, or know how to begin, even after they have concluded to try. My hopes now in behalf of popular education, center round and rest upon the Normal School. Every other branch of enterprise and effort seems comparatively of little moment. Nevertheless, so far as the annual institutes can really contribute to the same ends, so far do they share in the relative importance which belongs primarily to the Normal School. To fail now in educating teachers, will be worse retrograding than it would be, to burn in one day one-half of all the school-houses in the State, and never rebuild them, or deplore their loss. For years and years there has been much talk and many lectures about improved schools, noble teachers and elegant houses; what we need now, is a taste of these same teachers to show wherein our old schools are so degraded and our new schools so exalted.

The Annual County Institutes, if preceded and succeeded by consistent labor, may be made of great value as auxiliars of the Normal School, and as magazines of teacher-stuff for the county. Of these, in connection with county organization, I propose speaking again. The lengthy account submitted herewith, of the one which met at Wolcottville on the 30th Sept. and continued together for five days,, will exhibit the nature of exercises which seem to me desirable on these occasions.

I notice as a second defect in the schools and school system in Litchfield County, the absence of any hearty, zealous interest in their *real* excellence and prosperity, on the part of the citizens one and all. I avoid the word *apathy*, because the public have grown *APATHETIC* to the charge of *APATHY*; what I wish to draw attention to is this; not only in fact, but seemingly in *theory* also it seems to be supposed that schools can live by money and financial and statistical labors *ALONE*, and need no tender care, and constant nursing from the community. No more fatal error can be entertained. One step in advance was made when the Fund Commissionership and State Superintendency found themselves divorced. There is need of further action of precisely this kind—action which shall treat schools and educational schemes according to a different regimen from the one found excellent for banks, railroads, &c.—action which shall divide the labors which must be discharged, so that to every needful labor there shall be found a competent man.

As far as I can discern, there is little or no provision made by statute or by private enterprise for informing the community as to where their labor is necessary, and how it should be brought to bear. There is no provision made for a *valuable* supervision and advisory power in any of the schools as they are. The money is collected and disbursed; the teachers are hired and discharged; the scholars are registered, (not always) counted, and school money drawn; all the *soulless* machinery of schools is at work, and it works well. But the quality of our schools as educators of mind and heart; their day-to-day nature and effect; the unskilfulness of their teachers; the petty checks and stops which any body except a teacher can remove; the education of the community to perennial, unspasmodic labor for the schools; the enlistment of all professional men in behalf of the one great profession; the helping of the weak, the guiding of the strong, the advising of the ignorant and unskilful; all these seem—nay *ARE* uncared for and unprovided for in all our school system. Hence I urge county organization as an important next step for friends of education to take.

I would cover the following points by such an organization; it will be seen that the plan eases the duties of *visitors* just where they seem to need it, and just where many now are wont to be neglectful.

1. Examination of teachers. 2. Selection of school books. 3. Selection of candidates for the normal school. 4. Arbitration of local disputes. 5. Examination and organization of schools. 6. teachers' institutes and public lectures. 7. Continuous assistance to teachers both as individuals and in classes. No financial or statistical duties appear here at all. These would belong as before to the visitors, and could be then more *thoroughly* performed, than they are now. Indeed, the assuming of these functions by the executive agent of a county organization, would not necessarily preclude any of the present labors of school visitors as they are. The gain would be, that one competent and devoted man would be found in every county, whose duty it should be, to do all the neglected work of every body else, and try to urge every body else to do what work needs doing at the hands of some one.

I sketch an outline of the organization which seems feasible.

The acting visitor from each society to be ex officio member of the "*County Board*"—which should meet regularly once a year—for the transaction of business as follows: Appointment of County Superintendent. Report of operations during the year. Answering questions for adjudication. Appointment of Institutes. Their chief responsibility would lie in procuring a trust-worthy, capable man to be their agent for the year.

This superintendent could visit and help organize *every* school in the county, giving aid when sought for, but *never acting with authority*; this would ruin any superintendent's power or usefulness. He could superintend two or more institutes for the instruction of teachers, and after each institute, examine any applicants who might desire permission to teach; then school societies could act their pleasure, and either do their own examining as now, or require a superintendent's certificate. Town associations could be sustained each week for the continual improvement of teachers; extensive visiting and personal acquaintance would soon belong to the superintendent, both in families and schools. Among old and young he would be the "education man," ready for a romp and play with the young, and as ready for work with manhood, and counsel with advanced age and experience.

To multiply machinery, and thereby destroy the beautiful simplicity of our present state of organization; to increase offices and officers for the execution of the present system, with no increase of interests subserved; would be exceedingly unwise, if not absolutely inconsistent with progress. The proposition is, simply to attempt a movement that shall affect the animus of the public and the schools; that shall unite teachers, not by common *restraint* but by uniform counsel and assistance; that shall aim to remedy irregularities, wherever found; that shall relieve visitors of unwelcome burdens; that shall exhibit in schools now and then, a pattern of our ultimate aims; that shall, in short, give a soul and life to our schools and school system, and put an end to the hasty conclusion which many have adopted, that our school fund is a curse. The fund is no curse, but the dead OFFICIAL duty now engaged all alone in the support of our schools, can not generate life in them. Our schools are all of them orphans dependent upon administrators—they have money from the estate, but they lack parental care.

I have not met a school visitor in Litchfield county, who would not gladly be relieved of just these portions of his present duties; while, on the other hand, I am sure that one suitable man could accomplish more in one year for the elevation of schools, than all the visitors united; the former would work *all* the time in his own trade, while the latter can labor only occasionally and in a calling they do not profess to understand.

I repeat my conviction that from the Normal School, and County Organization, must come the next advance in the cause of popular education. Our work must now tell directly upon the schools through an improved race of teachers, and upon the community by what they will be able to see *in the schools*, of onward and upward movement.

I find in my memorandum book, many minor and miscellaneous thoughts which I introduce here, with little regard to order or connection.

An old school-house, say thirty-five or forty years old, is, of course, best remedied by building a new one upon its site. But in default of energy and money enough for this, a cheap wall paper upon the sides within, makes an old house almost new. The worst house I saw in the county in exterior seeming, was found to be, within, light, cheerful and cosy—one of the most attractive winning rooms I visited. I saw but *one* so improved: it would be a cheap improvement to *all*.

In most schools I saw a constant struggle going on between discipline and sleepiness, for the possession of the eyes and faces of the young scholars. I beg leave to suggest that it is always best for *idle* scholars to be asleep; at the same time there is room here for a normal school to do a work, teaching teachers how to employ very young scholars.

Between three *pairs* of districts, and in two single districts, I found high contention raging. In none of these cases could I learn from either party any cause of offence, which had any thing to do properly speaking with schools. Neither party claimed that any right or principle was at stake. It seemed to me then, and seems so still, that a county superintendent having the love and respect of all, might in all these cases have easily earned the peacemaker's beatitude.

I found five ladies engaged in teaching, who had taught winter school in the same houses successfully; many prophesied their failure and have been surprised at their success. It seems to me, however, that a woman can far more easily keep a *winter* school than a man can a summer school; for it is easier for a man to control thirty stout boys whom he cannot easily damage, than to tend five or six infants, whom a breath may bruise. A competent female teacher ought to be allowed a winter school and man's wages; for when they can teach at all, they are far better teachers than men, since they are usually so much harder workers and more thoroughly devoted to their labors.

III. Teachers' Institute.—

See "Report of Teachers' Institute at Wolcottville."

IV. I entered upon the field assigned me, Sept. 2d, and continued my labors with an intermission of four days of one week, until the 9th day of November.

| | |
|--|-----------------|
| Visited schools, | 140 |
| Conversations, &c. with school officers, | 17 |
| Addresses, &c. | 34 |
| School Societies addressed, | 20 |
| Average audience, | 120 to 140 |
| Attendance at Institute, | 102 |
| Walked in the County, | 220 miles. |
| Railroad traveling, | 70 to 90 miles. |

In concluding this already too long report, I have only to express my thanks to you, and through you to the citizens of Litchfield county, for the uniform courtesy and kindness which I have experienced on every hand.

I regret, extremely, that any of the many extemporaneous remarks which I made from time to time, while making my hasty tour through the county, should have been misunderstood. To understand me as speaking against any scheme which aims at educational reform and improvement, was, is, and always will be assuredly a misunderstanding. There is so much that needs building up, that I have neither time nor disposition to pull down anywhere.

With this general assurance of zeal and good will, and with hearty desire that all that you plan and purpose for the good of Connecticut, by the elevation of her schools, and so of her youth, may have speedy realization;

I remain,

Your obedient servant,

THOMAS K. BEECHER.

CIRCULAR.

By a resolution of the General Assembly, passed May session, 1850, the undersigned was authorized to prepare and publish a series of Tracts or Essays on the most important topics of school improvement, for general dissemination among parents, school officers and teachers.

Two of the proposed Essays are now ready for publication, viz:

I. PRACTICAL ILLUSTRATIONS OF THE PRINCIPLES OF SCHOOL ARCHITECTURE. 176 pp. with 150 illustrations.

This Essay contains an exposure of common errors in the location, construction, and furniture of school houses, as they have heretofore been generally built in this state, according to the testimony of school visitors in two hundred and four, out of the two hundred and seventeen school societies; and a summary of the principles of school architecture, illustrated by one hundred and fifty wood cuts of plans of buildings designed for schools of different grades, for a large and a small number of scholars, and fitted up in different styles of furniture. It also contains an exposition of the principles of classification, as applied to the schools of a village, or for two or more populous districts, and the advantages of a Public High School for the older scholars of a district, school society, or town.

TERMS. An edition of 3,000 copies will be published, which will be furnished to all orders from any part of the state, on terms, which if the whole edition shall be sold, will meet just half the actual cost of publication, viz:

For a single copy, - - - - - 25 cents.

For all orders for not less than 10 copies, at the rate of 10 cents per copy.

II. NORMAL SCHOOLS IN THE UNITED STATES. 200 pp.

This Essay contains a particular account of the Normal Schools in the states of Connecticut, Massachusetts and New York, and in the city of Philadelphia; together with Lectures and Essays, by Hon. Horace Mann, Hon. Edward Everett, Rev. T. H. Gallaudet, Prof. Calvin E. Stowe, Dr. Humphrey, and others, setting forth the history, nature and advantages of Normal Schools, and similar institutions for the professional training and improvement of teachers.

TERMS. An edition of 3,000 copies will be published, which will be furnished on the same terms as the Principles of School Architecture.

All communications relating to these publications may be addressed to Case, Tiffany & Co., or to the subscriber, *postage paid*.

HENRY BARNARD.

Superintendent of Common Schools.

HARTFORD, January 1, 1851.

All orders for copies must contain particular directions as to the manner of forwarding the same.

REPORT

ON THE

CONDITION OF COMMON SCHOOLS IN TOLLAND COUNTY.

TO THE HON. HENRY BARNARD,

Superintendent of Schools,

IN compliance with your request I have visited during the past winter each of the school societies in Tolland county, for the purpose of lecturing on the subject of education, and of making some inquiries in respect to the present condition of the schools. I have inspected in each society not less than two of the schools, as specimens from which, in connection with other sources of information, a judgment might be formed of the general condition of the whole. In two or three instances the school proved not to be in session, and I was obliged to infer from an examination of the nests and of the tracks, the character of the birds. I have tried to feel the pulse of the body scholastic, as well as I could under the circumstances, and in order that I may transfer to your mind with as much clearness as possible, the impressions made on my own, I will refer, one at a time, to the main points in the case.

STATE OF FEELING IN RESPECT TO SCHOOLS.

I am happy to be able to say that there is, I think, on the whole, a decided advance in the tone of public sentiment, on the subject of common schools. It is easy to see that the efforts made by the State authorities, and by the friends of education, within a few years past, have not been without effect. There is no doubt that a large portion of the community, perhaps a majority, are still in a state of great indifference, and that some are opposed to all changes, at least to all such as are likely to cost anything. "What was good enough for them, is good enough for their children. A system of education which has produced such fruits [i. e. such men as they] is not to be decried by upstarts." But the number of those who are in favor of recent improvements is on the gain, and though nothing that creates expense will be carried without a struggle, the dissatisfaction with the "well enough" dynasty, is increasing. There is among the most intelligent friends of education in the school societies of this county, a strong and nearly universal conviction that our present school system is in some important points very defective; that it does not secure well the results at which it aims, and that it is very desirable that *something* should be done to remedy the prevailing evils. But precisely *what* that something is, scarcely any one is prepared to say.

MODE OF EXAMINING TEACHERS.

It is the decided and almost unanimous testimony of those who are best acquainted with the subject, that the present method of examining teachers fails in numberless instances to secure the end for which it was established, and that there are elements in human nature, and in society, which forbid the expectation that the existing law will do what should be done to guard against the unprofitable squandering of the public money on teachers who ought to be rejected, and the enormous waste of time and labor on schools in which mind stagnates or rotates, and expense alone flows. In the manner in which the provisions of the present law on this point are carried out, there is in different societies, and in the same society in different years, a good deal of variety, arising partly from the different views of different men, partly from the failure of old plans, and a despairing sort of willingness

to resort to new ones, and partly from necessity or accident. The principal responsibility rests of course on the School Visitors, a Board of from five to nine persons, a large majority of whom—almost all, indeed, of the most experienced—accept their office with reluctance, and discharge their onerous, and so far as the examination of teachers is concerned, their unremunerated duties, with little hope, and no zeal. In some, perhaps in most societies, an effort is made with various success to get the whole Board together in the autumn, for the examination of the teachers of the winter schools. In others, all the examinations are conducted by one or two Acting Visitors. The summer schools, as less important, and as occurring at a more busy season, are disposed of, I believe, in methods more summary. There is no common standard of qualification for teachers, so that it is by no means an unheard of thing for an applicant rejected by one Board, or one examiner, to be licensed without hesitation in another society, and to secure, perhaps, a more important school. Of the impossibility of finding in each school society from three to nine men who are qualified to do this work, and who will be willing, year after year, to do it *without pay*, and without the consolation of believing that *under the circumstances*, their inconvenient, embarrassing, and often ill received labors, differ much in result, from the office-work of so many boys deputed to fray the geese from the public green, or to circumscribe the depredations of mischievous foxes on their neighbors, often rather than themselves, I will not now speak.

The great bane of the present system of school licenses, is the operation of local influences. The men who are best qualified to do this work, are commonly most trammelled by considerations of interest, and most strongly tempted to lend a gracious ear to the frequent prayer of the applicant,

"Don't view me with a critic's eye,
But pass my imperfections by."

There is full sweep under this system for the working of the jealousies of different religious denominations, the plots, and counter-plots of opposing parties in the same community, the fear of giving offence to neighbors, acquaintances and friends, and a multitude of other influences as invisible perhaps as the spider's web that moved Professor Mitchell's pendulum, yet as real, and as certain to send the electric current of feeling round the little circuit, and to record their beats in the school-house. Shall the minister read in Holy Writ, "Behold how great a matter a little fire kindleth," and presently make a deposit of lighted coals in his deacon's bosom? Shall the doctor, by the untimely use of the little word "*no*," bring on an ague-fit of coldness towards himself, or kindle up a fever that all his drugs cannot allay? Shall the merchant send his customer to the shop across the street, or the manufacturer who wants to represent the town in the next legislature, exasperate the fourth cousins of his future constituents? As Mahomet, when he found the mountain could not be brought to him, sagaciously determined that he would go to the mountain, so these prudent examiners think it necessary to let down the school standard for the benefit of those candidates whose highest heeled boots are not able, with all their efforts, to raise them to the mark. "He is, to be sure, not exactly what we could wish; he is quite deficient in *some* branches, especially in spelling, reading, arithmetic, geography, and history, but the school is not so large as some, and we shall have to make him do." Yes, no doubt he will do. He *must* do. But *what* he will do? or *how* he will do? are questions not much agitated in such cases. A serious evil in the present method of giving certificates to teachers is, that they are examined with reference to particular schools, often while the assembled scholars are awaiting the decision, so that a negative will scatter them again as sheep without a shepherd, and perhaps in addition violate the conventional rules of school courtesy, by saying in effect to the district, "You must give better wages, and then the teacher you may hire will probably pass." It is an old maxim, and one that is thoroughly incorporated into the school philosophy of many districts, that "we must cut our coat according to our cloth." The adage doubtless has its wisdom, but in its present application it must needs be confessed that the cases are not few in which the pattern is extremely small. It is not my purpose to discuss here the question whether any

change, much less what change, ought to be made in the mode of licensing teachers, but only to state the impressions which have been made on my mind by the facts I have observed, and the inquiries I have instituted. I will, therefore, leave this great laboring point of our school system, where I took it up, by saying that I believe an ocean steamer, with a main shaft constructed of birchen poles, firmly bound together, with Kentucky hemp, would be as likely to make a successful voyage, as our schools, under the present arrangement, to reach the yet distant point towards which they are headed.

VARIETY OF BOOKS.

I refer to the well known evil of a multiplicity of text-books, not in different towns, or in different schools, but in the same school. There is only one town in the county—the town of Vernon—in which a uniformity of text-books in the schools has been secured. In some other societies, attempts have been made, books have been recommended, and in part introduced. But in no other has the object aimed at by the law been accomplished, by the ruling out of all books except those prescribed by the School Visitors, and the classing together of all scholars of the same attainments, in the same studies. Thus, by the addition of new books, without the exclusion of the old ones, efforts at improvement have often resulted in the increase instead of the removal of the evil. The nearest approach to uniformity is made in the *spelling book*, of which there is commonly only one, and that the same. Yet there are not wanting schools which have, even of this book, five different kinds in use, besides one or two in the desk of the teacher, waiting for an opening, of all which probably not one was introduced by the proper authority, after careful examination, with a view to improvement. If we leave out of view some schools for quite young pupils, the number of *arithmetics* in the same school, varies from two or three, to seven or eight; of *geographies*, from one, to four or more; of *grammars*, from 0 up to five. Of the *reading books*, we may say in general, that while they are not wanting in variety, the quality for which they are most remarkable is their venerable *age*, and the danger to which they are most exposed is that familiarity which breeds contempt. In some few districts (besides those in Vernon and Rockville,) a series of readers by a single author, has been introduced with advantage, but for the most part, the readers, in common with the other text-books, seem to have been selected on purely scientific principles, such as guide those naturalists whose object is not to load their cabinets with duplicates, but to exhibit *specimen-kinds*. Of the effect of this want of uniformity in the books used by the pupils, it is not necessary to speak. While in one or two studies, some teachers find a partial remedy in a sort of oral dove-tailing of different systems, for the most part this diversity of books results in the destruction of all proper classification, the useless consumption of the teachers' time, and the perpetuation in the schools of old, musty, obsolete methods of instruction. Thus it interposes an effectual bar in the way of improvement.

MODES OF TEACHING.

In order to give a full account of these, or even to speak at all on the subject with the assurance of entire accuracy, it would be necessary to institute a much more extensive, elaborate, and thorough examination of the schools than any for which provision has been made. But as light is very apt, without a long search, to be seen wherever there are eyes, and smoke to be felt by air-craving lungs, so certain intellectual developments, by their own shining, reveal themselves to every passer by, and others are snuffed afar off by their unsavory smell. It gives me pleasure to say, that there are a few teachers among us, and that the number is increasing, in whom is the root of the matter, and I am sorry to be obliged to add, that I fear there are still many in whom there is neither matter nor root. Every school is *as* its teacher. His mind is the *animus mundi*—the soul of that little world. What, then, if he has no soul? The teacher is the children's god: suppose, then, it is only an image. When I have entered one of these temples, unable to determine beforehand whether I should find myself in a region where, as if in keeping with the rotting process going on around,

mind itself is in the first stages of decay, or whether while all things had evidently gone to seed, I might come suddenly on something green, my heart has sometimes leaped for joy, because I was able to say with Elihu the Buzite, "There is a spirit in man, and the inspiration of the Almighty giveth them understanding." One of the first questions which a child asks at sight of something new, "is it alive?" is not inappropriate to be put in respect to the teacher to whose care the child is to be committed. In some of the schools there are evident signs of life, in the change that is taking place in the modes of teaching. In spelling, instead of appeals only to the ear, the pencil, and the pen, are coming into use, and the *eye*, which is to be in the practice of future life the actual judge, is called on to decide in learning. In place of long columns of words put out and spelled, year after year, without the least idea that any of them have a meaning, *definitions* are now demanded. I look on this as a matter of much importance. The ignorance of the meaning of words, on the part of many of our teachers, is marvellous, or would be so were it not the natural result of the way in which spelling has been taught. I have examined teachers in other respects not remarkably deficient, who could spell the greater part of ordinary words accurately, without being able to give the meaning of one out of six of those words. "They thought they knew what it means; they believe they know pretty near what it means;" and so they stand, like men awaking out of a troubled sleep, endeavoring to decide two questions; first, whether they have dreamed a dream, and secondly, if they have, what it was. One teacher, in apologizing for certain things, said, "He never could do any thing under such circumstances, for the moment he began to try, *affectation* seized him, and entirely disconcerted him." It is an old saying, that a man is pardoned almost any mistake in the use of a foreign language, but not the slightest in his own. An occasional blunder in the use of language, however, is not the worst or the chief result of this practice of studying *words* without ideas. The *habit* is soon transferred to other branches, and the whole business of education is to a great extent, thereby, turned into a mere parrot-like utterance of sounds. Take, for example, geography. Having stereotyped a few questions, I repeated them in various schools for the sake of seeing how the answers would agree, and soon came to know before hand very nearly what they would be. In this manner:

Inspector. What is the equator?

Pupils. A line through the middle of the earth.

I. What do you mean by the *middle* of the earth?

P. The middle part of it.

Another P. It is the center.

Another. The equator is a line round the outside of the earth.

I. Is this line a straight line?

P. Yes sir, it is.

Another. No sir, it is a round line.

I. Then you don't agree about it. One says that it is a straight line, another that it is a round line. How shall we decide? Can we tell which is right without knowing what a straight line is?

P. No sir.

I. Well, then, what *is* a straight line?

This question almost always proves a *poser*, except for one, possibly for two, of the oldest scholars, who have attended a higher school, or acquired this deep knowledge from some other source. There is no such question in the book. In asking it we have traveled out of the record. What wonder, then, if the pupils, taken thus at unawares, should say, that "a straight line is one that is not crooked," that "a line is a mark," and "a point a period?" All this belongs to the science of mathematics, and those of them who go to college will no doubt become enlightened on these subjects before they finish their education. There is, still, a great deal too much of the hearing and saying of lessons out of a book, without any such grasping of the ideas as will incorporate them into the body of the child's knowledge. The lessons are his only as a form of words, by a mere act of the memory, without accuracy of definition, and discrimination, while they are retained, and liable of course soon to fade away so completely as to leave not a trace of their existence. Thus, if you ask whether

the axis of the earth is a diameter, the pupils may say, "Yes." But if you inquire whether a diameter is the axis, it becomes obvious that the difference has never been perceived. If you ask how many degrees of latitude there are, the school may answer, "Ninety." But if you inquire why there are not more degrees of latitude, as there are of longitude, it will hardly be an *ordinary*, even though it should be a *common* school, that gives the simple answer. To one who is not aware of the pernicious influence, (especially in reading and in mathematical geography,) of this word-teaching, book-reciting method which prevails in the schools, and who is struck with the general failure on the part of the pupils to grasp in an intelligent manner the main points of the subject in hand, it is a natural thought that the authors of our text-books, for instance in geography, have made a mistake in introducing into them any thing about the shape and motions of the earth, the circles of the sphere, and kindred topics, since they seem to prove so much above the comprehension of the pupils. But this idea vanishes when we come in contact with a teacher who understands his business, who, laying aside his book, and seizing a globe, or in default of that an orange, or an apple, turns it over and over with unwearied explanations, and repetitions, till all the fundamental points are not only clearly understood by the pupils, but firmly riveted in their minds. In many of our schools, the exercises in reading are little better than so many revolutions of an intellectual machine for hammering the bad habits of articulation, inflection, and intonation, into which the pupils inadvertently fall, hardening them more and more, as a shoemaker hardens his soles, and pounding them deeper and deeper into their minds. In this, as in other branches, there is seldom any proper sense of the necessity of analysis, of the importance of thorough drilling in the *elements* of the subject, and of the advantage gained by teaching only one thing at a time. Little attention is paid to the *sounds* of the language, the powers of the voice, or the proper methods of expressing different ideas, though the thorough practice of such attention in elementary exercises is the best, if not the only way, to break up bad habits, to form good ones, and to lay such a foundation for the waking up of intellect, and the kindling of the soul of the pupil, that he may be able to grasp, and to express the sense of what he reads.

We have the testimony of the Hon. Horace Mann that one may be long a visitor of the German schools without ever seeing a teacher with a book in his hand. In our schools, on the contrary, it would be the nearer the truth to say, that one may be long a visitor without meeting a teacher who has *not* a book in his hand. It is to be feared that the difference between the two not unfrequently is, that the knowledge of the one is in their well-furnished heads, while that of the other is still in the pages of the books to which their eyes instinctively cling.

As might be expected from such teachers there is a great want of *Oral Instruction*. In many of the schools it is almost unknown; in most it is little if at all practiced; and from this pernicious consequences result. One is that gray-headed, and ubiquitous evil already mentioned, *word-learning*. Some nurses chew the food they give to their infants, and so doing they have the pleasure to see it reappear in the fresh plumpness of their cheeks, and the hard rotundity of their forms. But if they should paste their bits of pap around the mouth and eyes of the little ones, they would bring up starvelings, and would illustrate the method of instruction which too much prevails. Great mouthfuls of raw unmaستicated pabulum, are not good for weak stomachs. Nor are whole paragraphs of unbroken, even though it be selected matter, to be shoveled out of books into little minds, as if the only object in each case were to *get it down*.

A gross evil connected with the want of oral instruction is, the unfairness of the distribution of the teacher's time between pupils of different ages. We enter a school of thirty pupils, ten of whom are ten years old and over, and twenty under ten. Of the twenty younger pupils a large part, perhaps the whole, are attending to nothing but *Reading* and *Spelling*, and these lessons are soon through with. For the remainder of the day they sit on the bench, and so the teacher spends two-thirds of the time on one-third of the school, and one-third of the time on two-thirds of the school. The inequality of this division is obvious. Two reasons,

however, are assigned in its defense; first, it is *necessary*, because the lessons of the older pupils require so much more attention, and secondly, in process of time the inequality will be remedied, since small scholars become large ones, and take their turn. The root of the difficulty in this case undoubtedly is, the want of that separation of scholars of different ages into distinct schools, which is essential to the best instruction of all, and in this is to be found the only sufficient remedy. But the correctness of the doctrine advanced, that the older pupils require the most time, and the younger the least, I deny, and maintain that just the contrary is the truth. Other things being equal, it is a general truth that the younger the pupils the more time is needed for instruction, and the older the pupils the less time. Very young children learn nothing in school but what they are taught by word of mouth. And if scholars as they grow older are not becoming more and more independent of their teacher, it is because from a vicious system of instruction, instead of going forward they are wheeling round and round like donkeys in a mill. The questions, "At how early an age children should be sent to school?" and "How much it is best to teach them?" ought no doubt to be well considered. But if we suppose that the children are at school and that they came there to learn, there is no good reason why one half of them should be robbed of their rights, and sit or lie all day on a bench, while the other half are taught because they are older. But while there is no *reason* there is a *cause*. In connection with the mistaken notion already referred to in respect to the stereotyped precedence of seniority—a notion which often appears in the excuse, "There is no time for these," i. e., "Having spent all my time on one half of my school, I have none left for the other half"; the great cause is *incompetency* on the part of teachers for the work of oral instruction. To master a subject thoroughly so as to analyze it, and hold its elements up one by one to the comprehension of all minds, is incomparably more difficult than to look over a book to see whether *the lesson is said*. The remedy therefore is not difficult to be seen.

After the reservations already made I trust that you, sir, will not understand me as forgetting, or as wishing you to forget, that to the deficiencies which I have pointed out there are honorable and delightful exceptions. Let these be borne in mind, *and the others too*. I think it right also to add that in all cases, so far as I remember, such exceptions have come either from the influence of Teacher's Institutes, or from the education of the teacher in some seminary higher than the common school itself. It is moreover a very gratifying fact that *these cases are on the increase*, so that we may strongly hope the day is at hand when the exceptions will form the rule, and the majority, which at present give character to the whole, dwindle into an exceptional minority.

FREQUENT CHANGES OF TEACHERS.

That the teachers of our schools shall be changed twice a year is the rule; that any of them remain for successive terms in the same school, is the rare exception. The cause of this—at least one cause—is the belief that it is necessary to have a male teacher in the winter, and that it is cheaper to employ a female in the summer. But whatever the cause may be, a more objectionable principle, and a more pernicious practice, could not well be conceived. The teachers of some of our best private schools say, that they never hope to do much *the first term* with a youth committed to their care. It takes about that time for purposes of adjustment, and this when the pupil is received as a boarder, and is entirely under the teacher's eye. What then must be the strength of this principle, when the teacher is a stranger to *all* his scholars, and when he exercises only a partial supervision over them? There is in our schools, from this misapplication of power, an immense waste of time, of money, of ingenuity, and of all the appliances of education. If we could succeed in securing from five or six to twelve or fifteen, superior teachers for each school society once in five or ten years, we should perform an exploit, and shall we hope to accomplish such a thing every six months? The undertaking is perfectly quixotic. It never has succeeded, and it never will. Under the present system our children are like so many frogs in very deep wells. For every

advance of three feet falling back two, and often three, they are much less likely to reach the top by their own efforts than to be emptied out by the revolving bucket of time. "My son has been half through his Arithmetic four times." "My daughter is just where she was three years ago in her Geography." Every teacher has her begin at the beginning, and she never gets through." These are the complaints of parents who wonder that no more is accomplished. There is no remedy but in the change of the system, and the introduction of comparative *permanence* in the teacher. Till this is secured we are wasting, in my judgment, ONE HALF of our time, our money, and our pains.

At the meeting of School Visitors at Rockville, in October last, the question was asked, "Is there a common school in Tolland County that has a permanent teacher?" *But there was no response.* In one district in Rockville, however, the same female teacher has taught the smaller children the greater part of the time for the last four years. The two districts in that society have also recently hired each a male teacher for a year. Besides these, I am not aware of any movement in our schools towards this kind of permanence.

SCHOOL APPARATUS.

The *presence* of blackboards is considered indispensable, and probably few if any schools are without something of the kind. I believe too that the *use* of them is increasing. In some schools I have seen most gratifying proof of the thoroughness with which pupils are drilled upon them. In many, however, lumber and paint were evidently scarce, and capital letters were not allowed for; while in others, boards every way suitable hang useless by the wall for the want of fidelity or skill in the teacher. In all the districts in Rockville and Vernon, outline maps, globes, and charts of the sounds are found. In Tolland Centre, the district has laid Webster's Quarto on the teacher's desk—an example worthy of praise and of imitation. Outline maps have been introduced into all the districts in North Coventry except one. In several other societies outline maps are in use, sometimes in one or two, sometimes in three or four districts. Here and there a globe has been purchased. In some societies, neither maps, globes nor charts are to be found in any of the districts. It is possible that some other society besides that which I have in mind, in the effort to procure apparatus, may have been met with the objection that "It would be well to look in the old box in the loft, to see if the same thing may not be found there, purchased years ago, and thrown aside because the novelty was gone, or because the teachers did not know how to use it."

In one district, in which the scholars are divided into two schools by the age of ten years, and whose spirit is indicated by a standing vote that the teacher of the upper school shall be capable of teaching all the academic branches, I found in the lower school about thirty scholars; more than two-thirds of whom are attending to *reading and spelling only*, and nearly one-third receiving instruction only from the *spelling-book*; and this while an expensive set of outline maps were in part *standing unused in the corner*, in part *hung up at the windows for curtains!* This teacher has taught several years and as you will readily believe, *has never attended any Teachers' Institute.* We have seen conclusive proof that attendance at Teachers' Institutes, or graduation at a Normal School, does not furnish ground for expecting with perfect assurance skill and success in teaching. But on the other hand, now that by the admission of all, the first half of the nineteenth century has passed away, the neglect of these means of improvement raises, except in certain special cases, a strong presumption that something is out of joint. In such a teacher there may be a spirit, but if there is spirit it is not *the* spirit. That ignorance of professional duty which was once winked at, is now looked at, and no doubt will soon be frowned at.

GRADED SCHOOLS.

I mean an arrangement on the part of a school society or town, by which the scholars are divided according to some standard of attainment, and on this principle placed under different teachers, *all the primary or*

secondary schools serving as feeders to a central high school, or common peoples' college. I am sorry to say, very sorry to say, for it is a sorry thing to be obliged to say, that we have in the county nothing of the kind. I am sorry to say this, because it is the same as to say that there is among us no systematic and thorough provision for the education of the youth. Looked at as constituting a course or system of instruction, our best schools are partial in their conception, low in their aim, imperfect and unstable in their operation. Among them all there is not one (I speak of course of the common schools) that is capable of bestowing an education which ought to be regarded as sufficient and satisfactory, or of well and thoroughly preparing its graduates for the active duties of life. I am aware that this language is decided and strong; but I believe I know whereof I affirm. It is not that we have not some very excellent teachers, and many very fine scholars; but the *plan* is wrong, and so long as it remains what it is, no skill, no energy, and no perseverance can secure what that plan, instead of providing for, necessarily excludes. The system of *district education* is universally adhered to. Each district is an independent republic, a little nation by itself. It has its own school, its own academy, its own college; and these with wonderful simplicity and economy compressed into one and accommodated for the most part in a single room, with half a dozen benches and a presidential chair. The conveniences indeed vary, but the *principle* is every where the same—that each district is to take care of itself. If two rooms are provided, it is always on the principle of division and never on that of union. These little communities called districts, erected as they are, for the purposes of education, into sovereignties, in themselves as nearly absolute as possible, throw up their tiny state-houses checkering the land. The population which they represent—ten, twenty, fifty families—with true Yankee forwardness undertake to do their own “educating.” And certainly it is better than nothing. We need not subscribe to the sentiment,

“A little learning is a dangerous thing;
Drink deep, or taste not the Pierian spring.”

Her district schools *have been* the boast of Connecticut. But the point of view from which we look at a thing exerts an important influence. Compared with a groggery or a gambling-hell, a district school-house is undoubtedly a pleasant object. But if we regard it as the place where the *whole education* of its occupants is to be received, and then consider what that education is—so meagre, so defective, so unsatisfactory; if we look at it as the exponent of the system which it represents and as standing in the way of a far superior arrangement, our feelings change. The industrious and pattern-setting ant then becomes a troublesome and ugly-looking emmet, and we are ready to whistle for the ant-eater. No doubt we shall always need district schools—places of primary instruction for the youngest children—where their female teacher may prepare them for an upward step in their education. And so long as they keep their place, and undertake only the work for which they are fitted, we look upon them with the deepest interest as the nurseries of the state. It is not to the farmer's cherishing his lambs that we object. But when we see these lambs crushed under ponderous yokes, chained to the hay-cart and the wood-sled in the impotent and ludicrous attempt to make them do the work, and answer the purposes of oxen, we feel bound to protest with vehemence, and cry ‘shame upon it!’

PRIVATE SCHOOLS.

There will always be orphans, and youth whose natural guardians are unable, from various circumstances, to exercise over them the needful supervision. These must find in connection with instruction in the private school a substitute for parental care. Such schools will therefore always be needed. But at the present time, private institutions of education of every kind are nourished into rank and overgrown luxuriance, by the low condition of the common schools. It is necessary that there should be some substitute to do, or to undertake to do, that work which the district schools, in their *present state*, cannot accomplish. The most unanswerable proof of the inadequacy of the common schools, as they now are, to the

purposes of popular education, is the fact that the most intelligent parents take their children out of them, and send them away. Vast sums are every year expended for this purpose, and if the want of pecuniary ability did not limit it, the desertion of the common schools would be greater still. It is idle to cry out against this as wrong. These parents are only doing their duty to their children. Whether they are doing their duty to the common schools, in struggling for their elevation into suitable institutions for the education of the same or other children, is another question. In many of our school societies money enough is every year sent abroad for education—often if not generally out of the state—to support at home, for the whole population, better schools than those at which the wealthy few expend their heavy sums. When common schools are better than private schools this will cease, and not before.

SCHOOL-HOUSES.

The low murmurs of the teachers concerning our school-houses have recently swelled into a general cry of the friends of popular education. And it must be confessed in respect to many of them, that no serious mischief will be done, if in the cry they are *cried down*. But we have also something to rejoice in. A better spirit is beginning to prevail. Improvement is the order of the day. Wherever new houses are built, or old ones remodeled, they are generally after better patterns. To this, however, there are some exceptions. I remember one house that has been thoroughly repaired and put into good condition externally, yet with old-fashioned, long desks running round the outside and the pupils looking out at the windows with their backs to the teacher, on the plea that "the teachers round here don't approve the new-fashioned desks." The same temple of science *has no outhouse*. Another, although well constructed, expensive, and in most respects fit for a model, has stood two years unenclosed, on the land appropriated to it, and *without any outhouse*. It is difficult even for a well disposed community to break away at once from entailed shiftlessness.

The people of Rockville, as you are aware, with a liberality and energy characteristic of that enterprising population, have recently built, at an expense of \$12,000 or \$13,000, two new school-houses. They have also hired male teachers in each district for a year, and have undoubtedly made a decided improvement in their schools. But they adhere still to the vicious system of *district education*, and that when from the compactness of their population they have every facility for establishing a better one. Instead of erecting in each district a suitable building for the younger pupils, with a central high school for *all* the older scholars in the society, they have undertaken to do separately, what could hardly be accomplished in the best manner by their combined forces. The necessary consequence will be that in their two story district school-houses they will have only a one story district education.

In one district in South Coventry and one in Andover, houses have been recently built with liberality and good judgment. There is in the county a number that are quite respectable in design and construction. As I have seen only a part of them, I am not able to describe their condition as a whole from observation, or to compare them with those of other counties. If one of the districts in Rockville does not contain the only school-house in the county *which has a fence and a yard*, I hope the other district will publish a plan of its grounds. In general, and so far as my knowledge extends, with this exception universally, the houses are *on or in* the road; sometimes with a pond or puddle of muddy water near the window; without blinds, without ventilators, without conveniences for washing the hands or cleaning the feet, without suitable apparatus, with stoves over whose draft there is often no control, in some cases with benches made of planks with rough legs and no backs; in a word with nothing in or around them that is fitted to cultivate good taste, or to make a favorable impression on the minds of youth.

I will insert here my brief notes taken in one of these houses, not because it is so much worse than others, but because I found in it a gem of a

teacher, whose presence in such a place was like a column of pure water gushing into the air from an arid desert of sand.

"District No. _____ in _____
 "Old, brown school-house, very poor, standing on the road; dilapidated shed for wood; box-stove has a damper, but the pipe is worn out so as to take in wood and let out smoke; plastering patched, botched, and threatening to fall; long desks run round outside, but for a wonder they face inwards; the benches to them have no backs, and they are too far from the wall to allow of leaning against that; the seats for small scholars are attached to inside of these desks; the glass is much patched, and those three shingles will not break so easily. But there is a good blackboard, the teacher uses it with all her scholars in arithmetic, and does it well. That boy explains everything as he goes, and the girl who follows shows clearly in subtraction why the ten that was borrowed of Peter is paid to Paul. If this is, as you say, your first term of teaching, may you live to teach many more—not *here*, but in some place more worthy of your merits."

TEACHERS WAGES.

The lowest wages I met with were those of a female teacher, whom I found about the middle of the forenoon standing in a corner of the old red school-house, with one boy sitting on the door-sill. There were upwards of twenty scholars in the school, but it rained that day, and only one had come. The sum agreed on was one dollar, twelve and one-half cents a week, and *board herself*, but she said the committee-man thought he should allow her *one dollar, twenty-five cents* as she seemed likely to earn it. She appeared quite grateful for the addition, and I hope that the circumstance of the storm, and the loss of that day will not alter the disposition of things. The highest wages of female teachers that I am able to report, were those of the teachers in the centre district in Rockville, two dollars and fifty cents a week and board in one case, and five dollars a week including board in another. The highest salary of a male teacher, so far as I am informed, is that of the teacher of the West District in Rockville, four hundred and fifty dollars a year and board himself;* the lowest reported to me is twelve dollars a month, and board round. The largest sum mentioned is probably the highest wages paid in the county, but whether the smallest sums specified for male and female teachers (twelve dollars a month and board, and one dollar twelve and one half cents a week including board) are the lowest wages paid in the county is not certain, as there is a large number of small schools to be heard from. I have now been over what I suppose to be the main points touching the character and condition of the schools in Tolland County; and notwithstanding the imperfection necessarily attendant on an examination so deficient in extent, and thoroughness, I think you will receive from what has been said a correct impression of their real state. There are no doubt persons who would say that this account is too darkly shaded. But I have in almost all cases seen either the *best schools* or such as were stated by the School Visitors to be *average specimens*. The facts will speak for themselves as far as they go, and as for judgments, and inferences, every man is entitled to his own.

Hoping that many things which are now unquestionably true of our schools will not always be so, that some things which are true of them will continue so, and that some things which are true of them only in part will hereafter be truer still,

I am sir, with great respect,
 Your friend and servant,
 ALBERT SMITH.

VERNON, April 14, 1851.

* Of this, however, \$250 are paid by private subscription.

The following Petition was adopted at a Convention of the School Committees and Friends of Education in Tolland County, held at South Coventry, on the 14th of May, 1851,—of which D. Comings, of Rockville was Chairman, and Rev. H. B. Blake, Secretary.

To the Honorable the General Assembly of the State of Connecticut, the petition of members of the several Boards of School Visitors, Teachers and friends of common school education, in the county of Tolland, respectfully sheweth:

THAT under the direction of the Superintendent of Schools, a meeting of the School Visitors of this county was held at Rockville, on the 21st and 22d days of October last, at which inquiries were made and information received, respecting the general condition of the schools, and especially respecting the books in use in them and the methods in practice of examining and licensing teachers. At that meeting a committee was appointed to make further inquiry on the subject of books, and another committee, consisting of seven gentlemen in different parts of the county, interested in the improvement of the schools, to make investigation respecting the practical operation of the present plan of examining and licensing teachers, and respecting the means of elevating their qualifications. These committees having carefully considered the important subjects committed to them, reported to a second meeting of the School Visitors, teachers and friends of common school education in this county, held at South Coventry, at the date of this present writing, to wit, on the 14th day of May, 1851. After a patient hearing, at this meeting, of the facts and arguments presented in these reports, and a full discussion of the condition of the schools and the working of our system of education for the people, your petitioners beg leave to make to your Honorable body the following representation.

Your petitioners believe that education is the great interest of the state. It is an interest with which any and all other interests, taking hold of this life only, are not for a moment to be compared. On this, the independence, the safety, the power, the wealth, and the glory of the state depend. On this acknowledged basis, the permanence of our free institutions must always rest. Education underlies, fosters, and protects every other interest of the State. In war it leads forth armies and gives battle-signals to navies. In peace it guides the sails of commerce, directs the aims of industry, cherishes and perfects all the arts of life. There is not a rood of land which education cannot enrich, not a wheel the speed of whose revolutions it cannot hasten, not a spindle whose point it cannot sharpen and polish, not a drop of water in all our streams which it cannot turn to gold. The prime importance and indispensable necessity of education for the people is no new sentiment or doctrine. Our fathers acted on it in laying the foundations of the institutions under which we live. He that reads these institutions aright will find this to be the pervading thought. In theory, the people of Connecticut have always recognized the paramount importance of education for the people. The movement to popularize education and make it universal, which distinguishes modern times, originated in Connecticut. In this great work Connecticut has led not only the large and increasing sisterhood of States of which she is one, but all Christendom and the world. It was her voice that awakened the attention of civilized nations to an interest of such magnitude; it was her hand that beckoned them to the course they are now pursuing; it was her example which gave them faith to believe that when the school-master is abroad mighty changes will be wrought. Connecticut has long been known the world over as the *education* State. Among the wood-cuts by which, in books of geography, the characteristics of different countries are indicated, her *sign* is not a gang of slaves, a drove of swine, a man of war, a mounted cannon, or a file of

soldiers, but a *school-house* or a *college*. We have a magnificent school-fund, to the liberality of which there has yet been no approach. We have a system of common schools, which has been confessedly of essential service in quickening the intellects and forming the character of the youth, in developing the mental resources of the State, and in spreading useful knowledge among all its population. This fund prudently husbanded and faithfully applied, has done much towards securing the end for which it was established—the universal education of the people. To these schools with all their defects, every profession, every trade, every branch of industry, is indebted for benefits, the value of which it would be difficult to exaggerate and impossible to repay. It is not strange, therefore, that the Legislature has felt itself bound to guard with vigilance and direct with care so great an interest. The laws which have been enacted for this purpose have been well intended, and most of them have done good. In particular it may be proper to specify as worthy of all praise, the efforts of the government within a few years past, to collect facts in respect to the present condition of the schools and the actual working of the system; the provision made for spreading information on the subject of education and exciting interest among the people; the encouragement of Teachers' Conventions; and above all, the establishment of a Normal School for training youth of both sexes in the art of teaching. These measures have been followed by an advance in public sentiment, and a decided improvement in some of the schools.

But while these things are said, and said with pleasure and with pride, there is another class of facts at which your petitioners have been constrained to look, and the existence of which has induced them to present to your Honorable Body this their humble memorial. No one who has read with candor the Reports of the Superintendent of Schools for the last five years, especially the Report for 1847, and who has carefully examined the testimony contained in the Returns of the School Visitors, can avoid the conclusion that there must be some defect or other in the working of a system, in respect to which there are so many, and so long-continued complaints from the men best acquainted with the facts, and best qualified to judge. The government has invited the Visitors to specify the defects in the School Laws, or in the practical working of the system, and this has been extensively done. Whatever may be thought of certain extreme views which, on this as on other subjects, may possibly be found, there is among the School Visitors from whom these reports come a large number of fair-minded and discerning men, whose official testimony is conclusive. From such men there has been for years a general complaint, in respect to the following points: The *incompetency* of teachers, by which all hope of thorough instruction is destroyed; the frequent *changes* of teachers—not quite so fatal, yet altogether ruinous; the disposition of districts to hire *cheap*, and not go beyond the public money; the *variety* of books in use in the same studies and the same schools, and the unwillingness of many parents to furnish their children with any books; the *irregular attendance* of pupils, and the fact that in many manufacturing districts the children that draw the money go to school very little if at all; the *crowding into the same school of scholars of all ages*, so that there can be no proper classification, or else by the multiplication of classes, no time for suitable instruction; the *want of order and system* in the studies pursued; the generally wretched, and not unfrequently disgraceful, condition of the school-houses; the gross defects of internal arrangements in school-rooms; the want of school libraries and of all the necessary apparatus; and finally the apathy, indifference, and often total neglect of the schools and of education on the part of parents and of the whole community.

These are the chief points in which great defects are complained of in the actual condition of the schools, in different parts of the State. These complaints of the school visitors have been, to a greater or less extent, endorsed by the former Commissioner of the School Fund, and they are reiterated with great energy by the present Superintendent. There ought to be, and there can be, in the minds of well-informed and unprejudiced men, no more question in respect to their being well-grounded, than there is of any other established and admitted fact. There is no doubt at

all that there is a serious defect *somewhere* in the practical working of our system of education for the people. But there may be a question—and it is a question of great importance—whether the deficiency or viciousness which confessedly exists in our school system, is to be regarded as only the imperfection necessarily incidental to human institutions, or whether the admitted defects are to be attributed to causes which are capable of counteraction or removal? Among the sources of the evils which have been referred to, and of other mischiefs that might be mentioned, the principal, as your petitioners believe, are the following, viz:

First, *the absence of legal obligation establishing a minimum of taxation for school purposes*; one consequence of which has been that taxation for these purposes has well nigh ceased, and from this again has resulted not only a deficiency in the amount of funds indispensable to that elevation of the school system which, in this country and this age, the educational wants of the community require, but also a fatal paralysis of public interest in schools for which nothing is paid.

Secondly, *the separation of this great interest*—the provision for the education of youth—from *all the other important and cherished interests of the people of the several towns*, and the creation for its management of distinct societies, whose office-work has come to be, in practice, little more than to count the children born or imported into the State, to receive and pay over so much money for their education, *whether they go to school or not*, and to prepare a place where they and their parents may at last be laid. It is well known that the attendance at meetings of school societies is to the attendance at town meetings, as the chirping of sparrows on the house-top in the winter to the swarming of bees in their season, or as the parades of the skeleton regiments maintained for form's sake in time of peace to the serried columns of an army in the day of battle marching to the charge. In the proceedings of such meetings, there is no dignity and no interest, because no business of importance is transacted. Nothing is pending, for the understanding though tacit, is distinct, that nothing will be done. A report that a school society had *done something* (in the way of raising and applying needed funds) would be to the body of the people connected with it a clap of thunder from a clear sky. It would burst upon their ears as the war-whoop of a band of savages on the startled population of a sleeping village.

Thirdly, *the multiplication of officers, and subdivision of responsibilities*, on the principle of 'many hands, light work, and no pay.' It appears from the last Report of the Superintendent, (p. 39,) that the administration of our school system requires, in this small state, the annual appointment of at least ten thousand local officers. There is reason to believe that of these, many are wholly unqualified for their work, a still larger number have little experience or skill in the discharge of their duties, and nearly all are destitute of that zeal and enthusiasm which are so important to success, and which the magnitude of the interests in question seems well fitted to inspire. Under these circumstances, it is, in the judgment of your petitioners, an idle hope that while human nature remains what it is, there will be any workmanlike, and thorough supervision of the schools. No such supervision exists, or, under the present system, is likely to exist. It is said that *there ought to be patriotism enough to care for these great interests*. But the kingdom of *Ought to Be* and the kingdom of *Is* are regions by no means co-terminous, and he who directs his course in the one by observations taken in the other, will find his reckonings continually at fault. If it were true that *there ought to be* such an amount of patriotism, it is a *fact* that there is not. But the position thus assumed, in the application it is designed to have, is not defensible, since it comes, in practice, to one of the two results, either a general rotation in office, which is wholly incompatible with the successful performance of the duties required, or the continued imposition on a small number of persons without remuneration of a burden which is not only unjust, but which few are able, and none willing to bear.

Fourthly, the great vice of our system is that provision of the law, which authorizes *the assessment of all the expenses of any school*, over and above the dividends received from the school funds, including even the or-

dinary costs of repairing school-houses, and other damages, *on the parents of the scholars.* By this provision, in connection with its counterpart the removal of all requirement of taxation, the burden of supporting the schools is transferred from the tax payers to the parents of the children. If a man is taxed for schools, it is not as a citizen but as a father. Thus the State, while by the bestowment of the avails of her munificent school fund as a gift to the tax payers, she admits the great importance of the interests at stake, repudiates the obligation which is binding on her to see to it herself that the children of the state are well provided with the means of education. But it is a repudiation which cannot stand. It must pass away and die, not merely because it is impolitic, anti-republican, and suicidal, but because it is out of its place in the world's history. This repudiation is fifty years too old. It is true that the State conditions the reception of her bounty on the maintenance of schools, but as if in mockery of the real necessities of the case, it is only for *four months in the year*, and this at the expense, if any thing beyond the the public money is ventured on, of the parents and guardians of the scholars. Is it then inquired, "Why should the State compel one portion of her citizens to pay for the education of their neighbors' children any more than for their clothing?" The answer is ready, that if any of her children have *no clothes* the State has already provided for them at the expense of those who have, that the *quality of the clothing* which those who are not destitute carry on their back is *not essential* to the State, but the quality of the *education* which they carry in their minds is. Is it further asked, "Why should one portion of the people pay for the education of their neighbors' children at *school* any more than at *college*?" Because it is not essential to the State that all her children should go to college, but it is essential that they should all go to school. If property ought to be taxed to *build* a school house, it ought to be taxed to *repair* it; and if to maintain the *house*, why not the *school*? Why should one portion of the citizens of the State be taxed for the maintenance of another portion in the State's Prison, and the County Jails? Because the welfare of the State requires it. Your petitioners believe that not only the wealth, power, and general prosperity of the State have their foundation in the education of the people, but also that the security of property and life, rests on the same basis. In this republican country it is on the education of the people that *every thing depends*. The doctrine, therefore, to which your attention is respectfully solicited, and on which your action is earnestly desired, briefly summed up is this; *the schools in the State must rest on the property in the State, because the property in the State must rest on the schools in the State.*

There is, in the judgment of your petitioners, an imperative demand for an addition to the amount of money now annually appropriated in the State to the purposes of education. The low condition of a large proportion of the schools demands it. The inferior quality, and limited amount of education actually received by the majority of the children of the State demand it. The spirit of the age, the advances made, and making all around us, the drooping honors of the State already tarnished, all demand it. It is not needful that the attention of your Honorable Body should be directed to our sister states; to Rhode Island, with whom Connecticut cannot change places without a blush; to Massachusetts, conditioning the dividends of her school fund on a preliminary advance of \$1.50 per child by taxation, finding over half her towns of their own free will more than doubling this requisition, and thus raising by taxes for school purposes the great sum of \$864,000, an average of \$4.52 per child of school age in the State; to Vermont, enacting that all expenses for teachers' wages, no longer subject by vote of the district to be assessed "on the polls of scholars sent," shall be raised by tax upon the list; to New-York, after long and full discussion, settling down upon the principle of taxation for the support of schools, and by a recent law making provision, in addition to the \$300,000 annual income of her school fund, for a systematic tax of \$800,000.

Your petitioners are unwilling that Connecticut, while these things are going on around her, apparently regardless of her ancient fame as having

marshaled the nations, in their grand career of popular education, should lose her high preëminence, and fall at last ignobly in the rear. And why should this be so? Connecticut has wealth, she has energy, she has liberality, she has patriotism, she has beneficence. The sails of her commerce carry the products of her industry, and of a skill in the arts of life unquestioned, and unsurpassed, into every foreign market. She pours the rich streams of her Christian benevolence into the bosom of every needy nation under heaven. It cannot be that such a State—so ample in resources, and so full of charities—should be recreant to herself, to the expectations of the country, and to the spirit of the age. Connecticut will not be deaf to the cries of her children, and the shouts of the world. She has a name in history; she has a reputation to keep or lose.

In the full belief that the movement in favor of a more liberal system, and a higher standard of education, which has made progress in the State for the last few years, is destined to bear some rich and noble fruit, your petitioners look to your Honorable body, in the hope that you will take such measures as to your wisdom may seem best fitted to promote the great interests of education. Having pointed out those parts of our present system which appear to be the most defective, your petitioners have thought it desirable to bring into view the changes which would in their opinion be most likely to remove existing evils, and secure beneficial results. There is, therefore, subjoined to this memorial a brief sketch of such modifications as, in the judgment of your petitioners, would render the existing school laws more nearly what they should be. Soliciting for these, and for this whole subject, your favorable regards, your petitioners as in duty bound will ever pray.

OUTLINE OF AN ACT IN ALTERATION OF AN ACT CONCERNING EDUCATION.

SEC. 1. One School Inspector to be chosen by and for each town to hold office for three years; also a School Committee of three, six, or nine persons, (the smallest feasible number the most efficient,) one-third to go out each year,—with power in case of the death, removal, or disability of the Inspector, or of one of their own number, to fill the vacancy till the next town meeting.

SEC. 2. The duties of the School Inspector;—to possess all the powers and discharge all the duties of the School Visitors under the existing law, except the examination and licensing of teachers, and perhaps with the restriction that in the introduction of new books, his judgment shall be approved by the School Committee; to provide all teachers with are gister, at the expense of the town; to make out and return to the School Committee, abstracts of the attendance during each term; to call the attention of the School Committee to any school-house which is unsuitable to the purpose for which it is used; in case any teacher is, in his judgment, incompetent or unfitted to conduct a particular school, to lodge his certificate to this effect, with the employing Committee, and with the School Committee, after which no public money to be drawn for that teacher; to be the organ of communication with the government, in respect to the condition of the schools; to make returns of the number of children of school age, with the certificates required by law, and to do all other acts which this transfer of duties may render it expedient to require of him.

SEC. 3. Duties of the School Committee;—the same as those of the school societies under the present law; to keep a record of their proceedings; to divide the public money between the several districts; to examine and condemn unsuitable school-houses; to have charge of all schools of a higher order; employing teachers; providing apparatus, (not to exclude the supervision of the Inspectors,) and such other duties as the good of schools may require.

SEC. 4. The Superintendent of Schools to select from the Inspectors of Schools, or from the members of School Committees elected by the towns in each county, not less than two nor more than four persons, who shall be the Commissioners of Schools for that county, to hold office for one year.

SEC. 5. Duties of a School Commissioner; to examine candidates and give certificates to teachers, good in the county for one year; to receive fifty cents for each examination, whether a certificate is given or not. *Provided, as in the present law.*

SEC. 6. The Superintendent of Schools to be authorized to hold, in connection with the annual Conventions of teachers in each county, or if there be none, at some other time and place, a meeting of the School Commissioners of that county, and these Commissioners, with the Superintendent, or some person deputed by him, shall be the Board of School Commissioners for that county, with power to examine teachers, and give certificates good for three years in the county, and if signed by the Superintendent, or by the person deputed by him, good for the State, each teacher to pay to the State fifty cents for his certificate. The Secretary of this Board to keep a record of their proceedings, with the names of teachers approved.

The County Board may *recommend* to the Inspectors of Schools in the towns, the books suitable to be used in the schools, but the consent and direction of the Inspector is necessary to their introduction.

SEC. 7. The distribution of the income of the school fund to be made to the towns through the treasurer, in proportion to the number of children of school age, and to the districts one-half in proportion to *number*, and one-half in proportion to attendance; the Inspector of Schools to make the necessary returns to the School Committee, the Treasurer and the Comptroller of Accounts.

Provided, that no money shall be received, unless the schools have been kept for at least six months, (ought to be eight,) by licensed teachers, nor by any district whose school-house has been condemned by the School Committee as unsuitable, nor by any town that has not raised by tax on the list at least one-third as much as is received from the fund.

Provisions in respect to districts not complying with the law, as by the existing statute.

SEC. 9. No teacher to receive public money without a certificate, as provided by law.

SEC. 10. Duties of teachers; to keep a register to be returned and certified to the Inspector, at the close of each session, of the *average* daily attendance, and the whole number of days' attendance and other duties, as under the present law.

SEC. 11. Makes provision in respect to incompetent or unfit teachers; the Inspector to lodge his certificate of dissatisfaction with the employing Committee, and with the School Committee, after which no money to be drawn; the complaint of five voters of any district to refer the case of any teacher to a School Commissioner, who may for cause revoke his certificate, or if he refuses to give it up, publish him.

SEC. 12. The pay of School Officers.

Names of Petitioners.

George A. Calhoun,
Albert Smith,
Lovius Hyde,
Charles Hyde,
Thomas C. P. Hyde,
Andrew Thorpe,
Abram Marsh,
Edgar J. Doolittle,
A. S. Atwood,
David Bancroft,
Marvin Root,
Henry B. Blake,

Loren P. Waldo,
O. P. Waldo,
George Kellogg,
Allyn Kellogg,
Dwight Gurley,
Nathaniel Root, Jr.,
D. R. Brigham,
E. F. Robinson,
A. W. Tracy,
Samuel G. Willard,
B. N. Comings, and 150 others.

REPORT

ON THE

CONDITION OF COMMON SCHOOLS IN WINDHAM COUNTY.

HON. HENRY BARNARD,

Superintendent of Common Schools.

Having finished my labors, under your appointment, in visiting each School Society in Windham County, addressing the citizens on the subject of Common School education, and in examining the condition of the schools in the county as far as my time allowed, I beg leave to submit, in the following Report, the results of my agency.

The Report will contain,

I. A brief account of my labors in the County:

II. An exhibition of the condition of our Common Schools.

I. The immediate design of my agency is indicated by these provisions of a resolution passed by our last Legislature: "That the Superintendent of common schools, in addition to the schools or conventions of teachers now provided for by law, be, and hereby is authorized and directed to hold, or cause to be held, at least one meeting of teachers, school officers and parents, in each school society, for an address and discussion on topics connected with the organization, administration, instruction and discipline of our common schools."

In order to meet the terms of this resolution, I have visited each school society in the county except Westford, and given a public address in twenty three of the twenty six societies. Storms prevented my addresses in Westford, West Woodstock and South Woodstock. My audiences varied in numbers from about sixty to nearly three hundred—averaging a much better attendance, than, for such a Lecture, I had expected.

Among my hearers were a large majority of the visitors and teachers of the county, and only a mere fraction of the parents and guardians of the children in our schools. In a few instances the children exceeded the adults in attendance; and on such occasions, my address had points sharpened for them.

The interest manifested by listening, greatly exceeded that indicated by the attendance. What was said, was heard; yet, to how much profit, the future must show.

The object of my addresses was to state the actual condition of the schools in the county, as a basis for practical suggestions in regard to the wants of the schools.

Before addressing the citizens of each society, I obtained all the information I could upon the condition of its own schools for a guide in the selection of points to be pressed in the address. Still, so uniform is the state of the schools, from southern Voluntown to northern Thompson, and from the west district of Willimantic, to those bounded by the Rhode Island line, that but little variety was called for in the addresses. What suited one school society, was what was mainly needed in all the rest; and whatever I was obliged to report respecting the schools of one town, was best endorsed and most fully illustrated by an appeal to the schools of every other town. If a statement in regard to the attendance in the schools of Thompson, seemed incredible in a more southern latitude, it was simply necessary to inform each citizen south of Thompson, that his own district register, if faithfully kept through the year, would report a less, rather than a greater attendance.

When our friends in the central and western parts of the county, were

disposed to exult that they and their schools were beyond the influence of Rhode Island, it was ample for their rebuke, that neither their school houses, their teachers' salaries, their school privileges, nor the attendance at school, indicated a remarkable advance from the position of Voluntown and Sterling, Killingly and Thompson.

Yet, in some places, I found less occasion to dwell upon the condition of school houses, finding possibly, such as were tolerable; in others finding a tolerably competent corps of teachers, though not exactly of the normal style, I could omit this topic: in still others, where funds had been raised to pay for a part of a summer school, or to purchase school apparatus, I touched more lightly the topic, embracing the "pecuniary support" of the schools.

With some such exceptions, allowed perhaps, if not called for, I felt moved in all my addresses, to state plainly, the want of interest exhibited in all of our communities on this vital subject—to exhibit the mischievous multiplication of districts and of school societies—to report the present ill-organized, utterly unclassified state of our schools and the painfully meagre attendance in them.

On these points, however incredible my statements at first seemed to be, I invariably found, to my mournful relief, a sufficiency of local confirmation. I have no doubt that this ubiquitous sort of proof, saved me many words of argument; and often added an almost hateful pungency to what little I pretended to use. No man would long deny that "not one half of the children in our towns attend school three months in the year," when, for the first time, he learns that not a single child in his own district has been in school that amount of time for the last year. No man will long urge that our communities are deeply and generally interested in the condition of our schools, that they take special pains to furnish good school houses and a sufficiency of school apparatus; when he is obliged in the next breath to say that only seven men attended the last society meeting, and four of those were importuned to leave the work which they were providentially doing near the place of meeting—that, at the last district meeting in the best district in the entire school society, the district committee was obliged to run about and collect the nearest neighbors in sufficient number to constitute a legal meeting—that only one half of the school houses in his town were fit for schools—that only one third of them had a black board—that not one of them had a wood shed or a privy—and not one a map or a picture, a clock or a globe.

Besides shortening my argument, these universal testimonies furnished me, also, the reliable means of reporting the condition of the schools throughout the county. As I advanced in my addresses from school society to school society, I found myself able to rely upon the statements made by the visitors, teachers and those officially interested in the schools, as well as upon my personal observations.

These addresses, I cheerfully allow, received all the attention at the time of their delivery, which their merits claimed; and it has been a personal gratification, to receive, as I have received tokens of the confidence and gratitude of the friends of education who attended them.

However irregular and feeble they may have been, I trust they will not be found utterly useless efforts.

Besides giving these addresses, at your request and also for my own information, I decided at the outset to collect as full and accurate knowledge of the state of our schools, as my time would allow. The result of this investigation is contained in the second part of this report. To reach this result I used the following means.

1. The inspection of such schools in each school society, as promised to exhibit best the general condition of the schools. Following the direction, I visited the best, the poorest, and the medium schools in each society. My journal testifies to eighty four visits, in as many different schools; so that from personal observation, I can speak of the condition of more than one half the common schools in the county. In these visits I aimed to secure just impressions regarding the facilities of education furnished by the districts, in the school house, its location, condition, appendages, internal arrangements, apparatus and, also, in regard

to the style of teaching, and the amount of time spent by the children under the influence of the educational process.

2. Interviews with the teachers. In these interviews I spent many hours; and from them found occasion to confirm or qualify my first impressions respecting the schools. The teachers cheerfully communicated such information as they had.

3. Conversation with school visitors in the several societies. From this source I learned much respecting the general history of the schools, as well as respecting their present condition. In particular, I ascertained much, which will hereafter appear, in regard to the supervision of the schools, the expense and inefficiency of the present mode of supervision, and many and solid arguments in favor of a different mode.

4. Blanks to be filled out. I have distributed these in several school societies, and, in some instances, have received quite full and intelligent returns. Besides, I have personally filled out these blanks for about fifty of our school districts.

5. Correspondence with teachers and visitors. This has amounted to nearly one hundred letters, containing inquiries or answers to inquiries proposed by myself. These letters are my vouchers for many of the statements in the following report; particularly in regard to attendance and the supervision of the schools.

6. The annual reports of the different boards of visitors. I have collected all the reports which have been prepared, for the last year, amounting to twelve from the twenty six school districts. Besides these reports I have consulted such reports as were sent to the Superintendent for the two years preceding the last. Some of these reports, contain the data for a very just view of the schools; while the most of them are a sort of legal apology for a report, and were evidently meant to be such.

Besides, seeking in these various sources, for information in regard to the common schools of the county, I have, also, visited all the select schools which were in session, at the time of my visit. In this way I learned the average attendance and expense of these schools; and, also, was enabled to form some idea of their efficiency in comparison with the common school, when properly classified and adequately supported. My thanks are due to the Preceptors and Teachers of those academies and schools, for the readiness with which they furnished the data for conclusions, hereafter to appear.

In delivering these addresses, and preparing the materials of my report I spent over fifty entire days of diligent working; besides many occasional hours in conversation and in correspondence; and the amount of travel required, has exceeded five hundred miles.

In addition to the labors indicated above, as the basis of my report, I should add the previous inspection of all the schools in the town of Thompson; and the tedious process through which the facts and conclusions of the Thompson report were obtained.

As I was unable to make so thorough an examination into the condition of all the schools in the county, I preferred to examine thoroughly, only a part of these schools in the several societies; and then with the aid of facts already ascertained, in regard to all the schools in Thompson, in Brooklyn, in Hampton and in Windham first and third school societies, to make out my estimate of their condition. As a key to the probability of my statements in regard to the county schools, I refer the reader to the Report of the Thompson schools, which will appear entire in the appendix to this report.

II. THE CONDITION OF THE SCHOOLS.

In estimating the condition of the schools many circumstances enter into the account; and it has been my aim to omit nothing which is essential to a full and just view of their present state. Each topic illustrated under this head, was the subject of particular study in each School Society. In the delineation here made, while anxious most of all to present a faithful representation, I have, in all cases of reasoning from facts leaned to the

side of apology rather than of censure. When following the statements of school visitors and teachers, I have felt inclined to moderate rather than exaggerate their conclusions; and if the language of the report should be deemed at times extravagant, I beg the reader to consider that the extravagance lies in the subject, rather than with the reporter. The full truth in this matter would impoverish excessive exaggeration on ordinary topics of a public interest.

In tracing out the condition of the schools in the county, I shall be obliged to exhibit the size, classification and supervision of the schools, the character of the school houses, the amount of attendance; and the character of the teaching in them.

1. THE SIZE OF THE SCHOOLS.

No feature of our common school system, has a more marked influence upon the character and efficiency of the schools, than this. Practically, the number of scholars in a given district, will determine the extent to which facilities for education will be furnished. To this standard, ordinarily are referred the expense of the school house and its fixtures, the amount of time allowed for a school during the year, and the wages paid to the teacher. A small district will, probably, if not certainly, have but a short and miserably cheap school, in a miserably poor school house.

In the entire county, on a territory of $547\frac{1}{2}$ square miles there are at present 165 school districts, and ordinarily 176 schools, seven districts having two schools each, and two districts having three schools each. This number of schools allows one for every $3\frac{1}{4}$ square miles through the county. In Sterling and Voluntown where the districts are territorially larger than in any other town in the county, the average extent of the districts is only $4\frac{1}{2}$ square miles; while in the town of Plainfield it is $2\frac{1}{4}$, in Windham $2\frac{1}{2}$, and in Chaplin $2\frac{3}{4}$. The only towns of the county in which the districts average two miles square, are Voluntown and Sterling. Were the entire county divided into squares, whose sides should be one mile and 224 rods, or 96 rods less than two miles, we should have a school for the center of each square.

This minute subdivision of our territory determines the size, and, with this, the character of our schools.

There are three conditions under which we can estimate the size of these schools, and which will furnish very different results. We can consider the number of children between four and sixteen years of age; or the entire number registered in the districts during the year; or the *actual school*, the real attendance, upon which the value of the school chiefly turns.

The schools for which the public money is appropriated average through the county 43 scholars. So that, if all the children in the county, between the ages 4 and 16 were to attend school constantly, there would be an average of 43 scholars to a school. But the number of scholars of this class is very variously distributed among the districts—ranging from nearly 350 down to eight or ten in a district. In Willimantic school society the average number of scholars to the district is nearly 200. In Thompson it is about 70; while in the remaining towns and societies, it will scarcely average 35. As specimens, the schools in Windham first society average 37, in Westminster 36, in Hampton 33, in Plainfield 31, and, both in Voluntown and Chaplin, only 27. But even this does not show how small many of these schools are. One seventh of the districts have less than 20 children that draw public money, and more than one third have less than 30.

If instead of considering only the scholars enumerated in the several districts, we examine the registers of the schools, and ascertain the entire number of scholars that attended the schools through the year, the average would be somewhat larger. For every 100 children enumerated, there will be found, in attendance, some part of the year, in our schools about 117 different scholars. So that if we were to find the average attendance in the schools, according to the entire number registered we should increase the former estimate about one sixth—making the average about 50. This would include all the scholars in the schools both in summer

and in winter. It would include those in the schools one week, as well as those in school through the entire school term.

If now we examine the registers only for the winter term we shall find for every 100 children enumerated, only about 90 in the schools, so that the winter schools in the county will average less than thirty-nine. If we were to enquire after the size of the summer schools, the registers would report for every 100 scholars enumerated only about 75; so that our summer schools, counting all who attend any portion of the season, would not average 33 scholars.

But, if we inquire after the real average attendance, as a test of the size of our schools, our result will be very different. And this it must be remembered, is, as far as practical results are concerned, the real size of the schools, upon which our funds are expended, and the real school which our educational facilities reach and benefit.

In a school which numbers on its register 100 scholars, the highest number in school at any one time will be about 70. With this fact, for our guide, the average highest attendance at our schools in the winter season, instead of being the 43, indicated by the number of scholars between 4 and 16 years of age, will be only about thirty. This, then, is the average of the schools in the county, *when they have the largest attendance*. If all the scholars that are in school at any one time were to attend constantly, the average would only be about 30, to a school, in the entire county.

But this is not all. Were the actual average attendance for the whole time of schooling reached, it would be much smaller even than this. If the entire amount of attendance found on the school register be divided by the number of days of schooling, the quotient will show how many scholars in constant attendance, for the whole time, would give the whole amount of attendance. This would indicate the real, practical size of the schools. After a patient and somewhat extended prosecution of this topic in both our manufacturing and agricultural districts I have reached this result. *Twenty three children in each of our 186 schools who should attend constantly all the time the schools are now taught during the year, would attend school more days in the aggregate than all the children in the schools do, now.* TWENTY-THREE IS A HIGH AVERAGE FOR OUR SCHOOLS, DURING THE ENTIRE TIME OF SCHOOL TERM.

As facts illustrative of the above result, I simply record the following:

In Hampton, the average number of scholars registered in winter, was 33 for a school; while the average attendance, per school was only 24.

In Brooklyn the average number registered was 30; the average attendance only 21.

In Plainfield, the number registered, 31, and the average attendance 18, only, per school.

In these results, I have used the report of the registers either for winter alone, or both for summer and winter.

The above conclusion would be fully sustained by an accurate report from every school district in the county. It is a result which sheds a clear light upon many features of our common school system, and which will account for much of its inefficiency. The summary of this topic should be remembered.

1. The schools in Windham County average, in the territory they occupy only about $3\frac{1}{3}$ square miles.

2. Considering the number of children in the county between 4 and 16 years of age, they would average only 43 scholars each.

3. According to the entire number registered during the year, they would average about 50 each.

4. Estimated according to the whole number registered in winter, they would average less than 39; and according to the summer register, less than 33.

5. The highest number of scholars in our schools at any one time during the year, is only about 30 for a school.

6. The average number of scholars, for the entire term of schooling in all the schools, is less than TWENTY-THREE.

7. As the scholars are actually distributed, we find schools with only

eight and ten scholars, and ranging from this, as high as ninety, and, in one instance, up to one hundred, under a single teacher.

2. THE CLASSIFICATION OF THE SCHOOLS.

Taking out the nine districts in the county in which two or more teachers are employed, the remaining hundred and fifty-six have what may be called, unclassified schools. The exercises in them are nearly the same, whether they are schools of seventy-five or of only fifteen scholars. The different exercises will be best exhibited by the appended table, No. 1. The schools reported in the table, were selected at random from the schools of the different towns; and it is presumed, they will furnish the data for a very just estimate of the classification which is found in the schools of the county.

It must be borne in mind that the schools reported in this table are all taught by single teachers—and, in most instances, by teachers who do not employ pupils to aid them. The number of scholars reported is the entire number connected with the school: and in some instances, is nearly twice as great as the actual number of scholars who recited the reported lessons. The average attendance in the first school reported in the table, was about ninety-five, and that of the last, was about twelve; so that, while in our unclassified system a school of ninety-five are so grouped together as to require only seventeen different lessons daily, a school of fifteen may be taxing the teacher with twenty lessons. But the table does not exhibit all the exercises of the school, numerically. The most of the classes both in spelling and reading have two daily exercises—and in nearly every school some one or more of the classes in the regular studies recite both in the forenoon and afternoon. The schools reported in the table, average about 24 different lessons. If we add to these, the lessons which are repeated both parts of the day, and the exercises which are attended to, three and four times each day, as the reading and spelling of some of the younger classes, it will increase the average lessons for the day to about thirty-four. Mr. Mann in one of his reports stated the average number of recitations in the Massachusetts schools to be about thirty-five. But, even, were it only thirty, what could a teacher do, towards doing justice to so many different exercises? If every lesson were thoroughly mastered by each scholar, he would not have time to learn the facts in regard to *one* of them by a personal examination. Much less can he find time to ascertain what particular points are not mastered, to excite by illustration the inquisitiveness, or to guide the investigations of his classes. Nor will it make much difference with his number of exercises, whether he has twenty or ninety scholars to teach. The probability is, that his ninety scholars can be reduced to as few classes as his school of twenty; while in the larger school he would find all the aid of mutual stimulus and emulation to diminish the necessity for a teacher's protracted assistance.

It must be kept in mind, that these thirty-four recitations must be despatched, in much less than the six hours which the school is supposed to keep during the day. Each half day has one or more recesses; to which must be added the time spent in bringing the several classes to the place for recitation and returning them to their seats; this must be increased by much lost time from interruptions, often the first ten or twenty minutes at the commencement of each half day; then from the almost incessant questions of scholars about their lessons or in asking some favor; then from superintending the writing exercise and in making a score or two of pens, and finally from the necessary, yet never accomplished discipline of the mixed and, too generally evermore effervescing school. When these items of lost time are taken from the six hours professedly devoted to the work of teaching, there would be left for the real business of recitation, less, ordinarily, than four and half hours. The result of crowding so many different exercises into so short a time, must be exceedingly unfavorable to the school, whether respect be had to the thoroughness of its instruction, or to the efficiency of its discipline.

3. SUPERVISION.

The present supervision of the schools, I find to be as various, both in character and results, as the school societies in the county, no two societies scarcely, using the same mode, employing the same measures, or even aiming at, or securing the same results.

In one thing, there is uniformity. Each school society must have its own Board of Visitors, whether it has three schools or twenty to be watched over. There is, also, tolerable uniformity in the number of members in these Boards—the most of them having from six to nine.

But when you come to the labors of these Boards, you look in vain for further traces of uniformity. The only point at which they even seem to meet, in their official work, being in the fact, that every member of nearly all of the Boards, claims the privilege of sitting in judgment upon the qualifications of every teacher to be examined. Yet even here there is some variety. In a few instances a sub-committee are appointed to do the work of examining teachers, as well as that of visiting the schools. And in some cases, the only privilege which has been reserved by each member of the Board on this point, has been, that of voting on the qualifications of the teacher for his own district.

Yet, the actual examinations to which the teachers of the schools are subjected by these various Boards, are widely different. The Boards have no uniform standard of scholarship or of professional skill by which to try applicants for schools. The man who is rejected by one Board, will stand quite as good a chance as though he had been approved, in his examination before the next board. The standard of qualifications insisted on, is as various as that of the Boards themselves; depending very much upon their own familiarity with the studies of the schools and the modern modes of teaching. The result is, that all sorts of teachers and keepers of schools find locations in which to perpetrate their crude and often uncouth experiments.

As my aim is accuracy in exhibiting the supervision exercised over the teachers and schools, while I cheerfully award to the majority of the Boards I have met, a large share of talent and general intelligence, I am bound to show also, the proof of whatever inefficiency in this particular work I have seen.

The following operations and facts I have witnessed in the examination of teachers.

After a long examination of perhaps a dozen teachers, in which six or eight men have been questioning, in order, or at random, the confused class under examination, the grand question to be settled has been, who of all this number should be approbated, for schools? Commencing with the first, the Board have cast an informal vote on his qualifications. If there should prove to be a unanimous vote, either for or against the candidate, the question was judged rightly settled. If the vote proved to be a divided one, then the opposite parties would have an opportunity to urge their reasons for and against the candidates. And in many instances, the candidate who received a large majority of votes has been finally rejected; while he who received, perhaps, only a single vote, out of the six or eight, was in the end approved, receiving the regular certificate of the Board, and, that too, without a re-examination. Surely there could have been no very well defined standard of attainment in the minds of the examiners, when their own voting upon the same examination was so contradictory. In this case, the mode of examining, or the fact that so many were examined together, might seem to account for the confusion of the Board. One would suppose, that when a decision is to be formed as the resultant of all the impressions made during the examination of a dozen teachers for six or eight consecutive hours, there might be a possibility of such confusion. But the very same result I have witnessed upon the examination of teachers singly.

After the teachers have been examined, or at least the most of them, the Boards have made arrangements for visiting the schools under their supervision. Some Boards have appointed a single acting visitor. This was done last year in eight of the twenty-six societies in the county.

Nine Boards appointed two visitors each. In some instances these visitors were required to visit the schools together, and in others, one visited one-half of them and the other, the rest. Again, other Boards appointed their acting visitors, assigning to each visitor the third of the schools, and in one instance requiring the three visitors to visit the schools together. Still again the entire Board have concluded to visit all of the schools as a Board; and in this way they have secured the attendance, at least, of the nearest visitors at the different schools. Other Boards have resolved themselves into sub-committees—in two societies, of two visitors each; and in three, of a single visitor each, and parceled out the schools among the committees thus formed.

It is a very significant fact, that the full reports made in the county last fall, were made in societies which employed a single acting visitor—or in those in which the writer of the report, visited, in person, all the schools of the society.

But there are other points in the supervision of the schools, on which there is great variety of means and results. Some Boards require their teachers to keep a register both summer and winter. Others require the register to be kept only in the winter; and that too, when the summer school is supported by the public fund. Others do not require any record of the school to be made. This looseness on the part of our present supervisory Boards, renders it almost impossible to obtain in most places any accurate information upon the attendance at the schools. Again, in some school societies the Boards have attempted to regulate the introduction of books, yet with the most various success. The local influences are so strong, for a variety of text-books, that local Boards scarcely ever attempt to control in the matter. They all advise and perhaps argue and plead for a single text-book in a study, for each school, and for a uniform text-book in all the schools of the society. This is all that these local Boards generally do.

In Thompson, where there are more schools under the control of one Board than in any other school society in the county, they have secured the greatest uniformity in text books. The Board, faithful to their official duty, in this respect, decided to allow but one text-book of each kind, in the schools of the town. This uniformity is now complete, except in regard to a system of writing. The Board voted to allow only one system of penmanship; but they have not, as they might have done, adhered to their vote. As the result of this loose supervision, we now find our schools deluged with a mischievous variety of text-books. In the county I have found eight different histories—five dictionaries—eleven arithmetics—eight geographies—eight grammars—nineteen readers—and a countless variety of writing books—with copies and without copies—of proper size and form and absolutely formless.

Whatever else, the supervision of our schools may neglect, it should not allow this endless variety in the books of the same school, at least until it has secured teachers who can use them without multiplying recitations. Again and again, have the Boards or members of the Boards, deplored this condition of things, yet again and again, have they refused to use their official right to remedy it. It should be remedied, they all say; but few of them are willing to apply the remedy.

Again, there is very great diversity in the amount of time spent in the work of visiting the schools, and in the modes of inspecting them. In some instances the work is done, as thoroughly and efficiently, as it can be done, by men whose studies and labors are so entirely different from those called for in this work. Yet in most instances, each teacher pursues his own course, wise or unwise, both in the mode of instructing and of disciplining his school. Very few members of the Boards devote attention enough to these subjects, to enable them to go into a school and aid the teachers by practical suggestions—least of all, by conducting the recitations himself in a more intelligent and instructive way. In all of our towns this is just what we need our visitors to do. It is their appropriate work, to correct and control all the processes of education going on in the schools under their care.

In spite of the present supervision, I find in all of our towns very unskillful teaching, and very rude and, I had supposed, antiquated modes of dis-

cipline, nearly all of which could be corrected under a practical teacher, trained to the work of supervision.

The expense of this supervision in the county has been about \$420, ranging in the several school societies from nothing, in Hampton, to \$73.50 in Thompson. In some societies, the visitors have charged only for the time spent in visiting. In others they have charged for the trouble of examining teachers and for time spent in settling difficulties in the schools, and in a few, I have found a charge made for drawing up and copying the yearly report.

4. SCHOOL HOUSES.

On this topic, I prefer to allow the school visitors, in the different societies, to testify to the condition of their own school-houses. They will generally be disposed to make the best report for the school houses, which the case will justify; and for the sake of our reputation, I fully agree with them, in adopting such a representation. I shall follow my brief report, therefore, with the testimony of the visitors in several societies.

Of our 165 school houses, I found but TWENTY-ONE which could be called good houses. These we should be obliged to call our best houses, and, faulty though nearly every one of them is, I have ventured to report them as good. Still, it would be a false report, which should leave this decision unqualified. Were the location what it should be, and the needed appendages of the school-house to be found, and the size of the room adequate to the wants of the school to be accommodated, we should have the pleasure of reporting at least these twenty-one, as model school-houses. As it is, we are obliged to add, that not one of them has a suitable yard about it, belonging to the district—fifteen of them have no wood-shed—nine of them are without a privy. Again, excepting, possibly three, none of them are furnished with seats low enough for the youngest scholars.—The only provision for ventilating, at least eighteen of them, is, either an opening into the garret, or the sliding down of three or four windows. In nearly all, seventeen, it is believed, the old box stove, unless at that, is the best means employed in heating them. Seven of these houses are only from one-half to two-thirds, as large as they should be for the scholars to be accommodated. Excepting the two houses on the Willimantic, and the one in Quinebaug, the average cost of these best houses in the county, was less than seven hundred dollars—the one in Westfield, that in South Windham, and the new one, in North Windham, costing a little more than the seven hundred, and the others ranging from 550 to 700 dollars.

Of these twenty-one houses, six are in Windham, four in Thompson, three in Plainfield, three in Pomfret, one in Brooklyn, one in Hampton, one in Killingly, one in Woodstock, and one in Sterling.

Thirteen are in manufacturing, and eight in agricultural districts.

Sixteen are in large, and only five in comparatively small districts—and each of these districts is far above the average of districts in the county, both in their number of scholars and in their amount of property.

Among our second rate school-houses, we may number, according to the reports of the visitors, as well as according to my own observation while passing through the county, about EIGHTY of the remaining 144 houses. Yet some of these would border very near that line, which separates between the barely passable and the incurably intolerable.

Of the remaining sixty-four, it may be enough to say, that, they will admit, neither of classification nor description. If their history has been a luminous one, their light has dreadfully faded. If beautiful in their infancy and glorious in their influence upon the generations of children who have from age to age been taught in them their first lessons on the way to fame; certain it is, there are no traces of the beauty left, and the old glory is never more to circle their scarred and ragged and wasting forms.

I know of no sadder spectacle, than these sixty-four school-houses would make, if they could be ranged around some open court, from whose center the eye could survey them at once. To give the spectacle its highest power, there should also be transported with each school-house, its own nook of swamp or knoll or highway, including such abutments of wall and fence, and such other artificial props as time had called for; then, to im-

press the whole scene yet more distinctly and permanently upon the sympathy of the spectator, it would be only necessary to represent, by some optic illusion, the road or lane each way, to the nearest neighbors—such a scene would beggar all ordinary and extraordinary spectacles of earthly wretchedness. Could one fancy the structure which Poverty, made close-fisted by hoarding, would rear, he would by multiplying his creation by sixty-four, have about the originals of the collected group around him. Could he next, fancy just what changes the tooth of Time, set ever to keenest edge by the eternal cuttings of yankee mischief, could work on those passive forms; if in addition to this he could create just such botching as old Penury and patient Neglect would naturally produce in their united efforts to repair those breaches, he would be prepared to comprehend the actual spectacle before him.

But, it is time to hear what the supervisors of these school-houses have to say for them.

Ashford.—"Our school-houses are not built in the modern style. The rooms in all but one are too small. Most of them have high hard plank seats. All are exposed to the hot sun, as much so as was Jonah after his gourd was smitten; and I sometimes think the children would do well to be angry."

Woodstock.—* * "In school-houses, that would not afford any thing more than comfortable quarters for sheep in a snow storm."

Pomfret.—"It is deeply to be regretted that we cannot refer you to a single school-house in this society which can be safely consulted as a model; and it is no less to be lamented that we have more than one house, where a decent regard for the health, the manners and the morals of the pupils, requires its condemnation."

Plainfield.—"We have none that can be considered models. Only two can be called good or school worthy; while the remaining three are entirely below that rank."

Sterling. Bethesda Society. No. 1—"School-house is in very bad condition, with poor accommodations within and none without."

No. 3—"In miserable condition, situated in one corner of the woods, nearly out of sight from all."

No. 4—"In a bad condition, without apparatus within or accommodations without."

Voluntown. Nazareth Society.—"In the 2d and 6th districts the school-houses are in good condition. In the 1st, 3d and 5th, they are old, open, cold and uncomfortable, badly constructed, with very poor and uncomfortable seats. In the 4th district, the school-house has been built but a few years, but is badly constructed and not sufficiently large for the school. The location is very bad indeed. The house is wholly unfit for the purpose to which it is applied."

Brooklyn.—"Three of our houses are in good condition, though far short of what they should be. The other seven are in the various stages of dilapidation. Most of them are unfit for school purposes."

Chaplin.—"In their external appearance and internal arrangement uncouth and inconvenient. The location of our houses is generally bad, and much apathy prevailing in respect to improving them."

Scotland. No. 1—"Altogether too small. No. 2—"Of brick and comfortable. Stands on the line of the highway. No. 3—"Built in days gone by, in the road, and constructed without regard to the comfort of the scholars. No. 4—"A venerable time-worn edifice, perched on a high bank by the road side. No. 5—"Old, ill contrived structure, cold and cheerless, standing in the public road."

Woodstock, West.—"Not a school-house suitable for the purpose of a school. Not one has an entire privy, and but one has any portion of such an appendage."

The Thompson report will speak for itself on this point.

Hampton. No. 1—"Has been bad, but now undergoing repairs. No. 2.—Good. No. 4.—Good, No. 5.—Very bad. No. 6.—Bad. No. 7.—Very bad."

5. ATTENDANCE.

The actual attendance in our common schools is one of the most significant facts respecting them, partly illustrating and partly determining their condition. The data for determining the real attendance, are not found in one-half of the schools in the county, for want of suitable registers, intelligibly kept. I found registers both of the winter and summer schools in schools enough to justify such conclusions as will hereafter appear. On this point the Thompson report was made with the greatest care; and where I have found registers elsewhere, I have learned all that they could communicate. I have consulted the registers and drawn off the lists of attendance both for summer and winter, in some of the schools of every town in the county, except Chaplin.

Two circumstances limit the attendance at our schools—the length of the schools themselves, and the regularity of the attendance.

The length of school in the different districts is very various, ranging from three to ten and a half months in the year.

Fifty-one districts in the county had but one term of school each, during the year, and this was in most instances only four months. About 50 had school as many as nine months; and a dozen as long as ten months.

In the different school societies the average length of school, ranges from a fraction less than six, up to a little less than nine months. Taking all the schools of the county, the average time of schooling furnished in them, was last year, only seven and one-tenth months.

Had all of the children attended school all of the time our schools were in session, they would have averaged only a small fraction more than seven months for the whole year.

This was just about the average length of the schools in Massachusetts ten years ago, when it was reported to be 7 months and 10 days. It is somewhat less than the average length of the schools of Connecticut, ten years ago; and will not perhaps equal the length of schools through the State at present.

But the amount of attendance is not dependent simply upon the length of the school. Not but one child in about 420 attends school every day when there is a school, through the year. Not quite *one-half* of the children who attend at all, are in school *one-half* of the time for the entire year, when there is a school.

The appended Table, No. 2, and the Table of attendance in the Thompson report will furnish the data for determining the actual attendance in such schools as are reported. And it may be remarked that the schools reported in the table will compare very favorably with all the schools in the county. Their average attendance is higher than that of all the towns, rather than below it.

Making even these schools the standard and our conclusions are truly lamentable.

1. Nearly ONE-FOURTH of the children who attend school some part of the year, attend less than 50 days.

2. Nearly ONE-HALF attend less than three months.

3. About ONE-THIRD only, are in school 100 days.

4. About ONE-SIXTH attend 150 days.

5. Not 300, of the more than 9000 children, less than one in thirty in the county, have attended school in our district schools, 200 days in the year.

Nor would these conclusions be materially affected by adding to this attendance the amount of attendance in the private schools of the county.

In the twelve private schools in the county last year, there were only about 420 scholars attending any portion of the year. The average of their attendance would be less than four months in the year; and only about one half of them, are reported at all, in our table. The most to be added to our table, then, would be the attendance of about 200 scholars, about four months.

The following statements, in the last report of Mr. Morgan, Superintendent of Common Schools in the State of New York, exhibit the attendance of the schools of that state, the average length of school being 8 months.

Number of scholars in the school for any part of the year 794,500

| | |
|------------------------------------|---------|
| Number in school for twelve months | 9,079 |
| “ “ “ from 10 to 12 months | 16,455 |
| “ “ “ “ 8 “ 10 | 59,315 |
| “ “ “ “ 6 “ 8 | 106,100 |
| “ “ “ “ 4 “ 6 | 167,732 |
| “ “ “ “ 2 “ 4 | 193,022 |
| “ “ “ less than 2 months | 200,128 |
| “ “ “ “ “ 4 | 393,150 |
| “ “ “ “ “ 6 | 560,882 |
| “ “ “ “ “ 8 | 666,982 |
| “ “ “ “ “ 10 | 726,297 |

From these statements it appears that more than one fourth of the children in N. Y. are in school less than *two* months; about one half, less than four months; nearly three fourths, less than six months; and only one in about 13 attend school eight months in the year, yet this attendance is somewhat better than the attendance in Windham County.

But there is another important element to enter into a correct view of the condition of our schools as indicated by the attendance. Thus far, our conditions suppose that the children attend for six hours each day when registered. We have made no deduction for tardy attendance. Yet this item is so important, both from its amount of time and its mischievous influence upon the schools, that it deserves special notice. We have no such statistics as to warrant very definite conclusions on this point, yet enough to make the case quite too plain. There are three principal causes for the loss of quite a fraction of the time which children are supposed to be in school.

First, a portion of the winter is lost, for want of a suitably warmed house. I have myself been into fifteen different school houses during my tour, through the county from nine until nearly ten o'clock in the morning, in which from one, up to fifteen children were at the fire—and as many were shivering on their seats for want of it. Take this illustration. At precisely 9 o'clock, I stopped at the door of what had been a school house. It might well bear that name now, wanting only new sills, new or mended doors, one new window frame, sash and lights mostly, shingles for the roof and plaster for quite a large part of the ceiling and a larger portion of the sides, covering of boards instead of the turf basement and the naked sides. The Teacher was carrying in a handful of green wood, to dry it for the fire. The fire had just been started, and ten children were doing their best to extract heat from it. In ten minutes the teacher returned to commence, and fifteen children were seated where they could find seats nearest the stove. Reading in the Scriptures commenced. When the second scholar commenced reading two children came in and took their standing position at the stove. Before the reading was through twelve scholars had ranged themselves around the stove. Meanwhile, at four different times, four different children had asked, once or more times, for permission to go to the fire.

Much in the same way the exercises continued until ten o'clock, up to which hour, for thirty times, I had been obliged to hear the ever varied, yet one identical question “M' I go t' the fire?” It is true, that this is a somewhat extravagant case: yet an experience much like this, in kind, is that of nearly one half of our schools during the cold weather.

But, as the second item of loss, we notice the tardy attendance of about one half of the scholars in the schools. This tardiness ranges from a single minute up to more than half of the half day.

In one school, the teacher struck his bell at nine, for school exercises to commence. There were 37 children in their seats. During the first fifteen minutes 12 additions were made. At the end of the first half hour, there had been 18 added, and at ten o'clock the school numbered 68. At noon, the same school had 72 scholars in attendance. The teacher told me, that the attendance that morning was about as usual, yet the loss of time from mere absence, was more than a quarter of an hour for every scholar in school; and when you have added to this the absences at the beginning and close of the afternoon school, you have a sum of absences equaling full one twelfth of the time for every scholar in school. Nor is this all. A

still larger amount of time is lost, in the interruptions occasioned to the exercises of the schools. The child that comes in late, engages the attention of nearly the whole school. He interrupts the reading exercise, by inquiring for the place—he interrupts a recitation, by asking the teacher about his lesson; so that while he loses ten minutes absence, himself, he consumes much more than that amount of the time of the school, in a large school, equaling perhaps a full hour. Indeed, a very large part of the first half hour of each half day, is lost in quite a majority of our schools. From these three sources, it is hardly questionable, that at least one sixth of the time should be deducted, from the average attendance in our schools, before you have reached the amount of time which *can be spent* by our children in the real work of the school room.

6. TEACHERS.

The qualification of teachers and the style of teaching, to a considerable extent, are the creatures of the school system. Where a right, and rightly managed system is found, there will be a competent corps of teachers. The demand will create, at length, a supply. Young men who expect to be obliged to teach for ten dollars a month and board round, at that, will be very likely to be satisfied with ten dollar attainments. They who have the talent and the ambition to excel in teaching, will go where the state of the schools will warrant higher wages—and where the length of school term will allow a greater proficiency.

Still, although teachers are very much dependant upon the state of the schools—so that you might infer with considerable precision who the teachers are when you know what the condition of the schools is—it cannot be concealed, that the teacher has a very marked control over that condition. In many instances, the teacher, in a single term, changes the whole character of a school; so that while you would infer that a good school would not employ a poor teacher, you may know, that the good school has had a good teacher, and the poor school has not had a successful one.

In regard to the teachers of this county, it may be safely said, that their qualifications and their success in the schools are both all that the condition of our school system will warrant. None are in the schools but such as the several boards of examination approve for their several schools, and these boards find themselves obliged to leave their standard to the demands of the various districts. A teacher who can obtain a certificate to teach in a small school for ten dollars a month, would not be approbated by the same board to go into a larger school for twenty dollars. In one instance, last fall, a young man was examined to teach in a school which would pay fifteen dollars a month, and was refused a certificate. The same board gave him a certificate the next week to teach an eleven dollar school, and *that without a re-examination*. So absolute is the influence of the school, in deciding the attainments of the teacher.

Two circumstances in the condition of the school system will almost uniformly decide the character of its teachers; the size of the school, or, more properly, the salary allowed, and the character of the supervision over the schools. When we take into account the size of our schools, and the salaries which they pay, and, also the present system of supervision, we are constrained to believe, that the teachers, now in the schools, as a body, are in advance of the system itself. And this is precisely the encouraging feature in our school movements. For, wherever the teacher has shown an aptitude for the work, and proved himself more skillful than his predecessors, he has soon created an interest in his favor; and if his qualifications are found to call for it, the increased salary has been forth coming. The young man, who in teaching a school for thirteen dollars a month, shows himself equal to those who are getting twenty-five, will either bring his present school up to that standard, or be called to one which already has reached it. If we could, by some summary process, man all of our schools with such teachers as the first fifty in the county, the entire aspects of the schools would be at once changed.

It is particularly noticeable, that wherever in the county we find a special

interest and decided improvement in the schools, wherever we see an advance in salaries, there we previously saw the successful teacher.

Our best schools, those on the Willimantic, are what they are, mainly, for the presence and influence of two skillful teachers. Step by step, have those teachers led their schools along, until they rank high among the best in the state. The children became interested by their teachers; the parents, by their children; better school houses, more facilities for teaching, higher salaries, and longer schools, are the results. Incompetent teachers on the Willimantic, though they might cost less money, would be insupportably expensive to all the interests of the place. Undoubtedly, there are at least twenty-five places in the county where the right sort of teachers might build up as good schools as they have upon the Willimantic. Yet with the present encouragements held out to teachers, we can hardly expect them to volunteer in the movement, at such expense to themselves. They can go elsewhere and receive the compensation which their skill readily commands. Already in Massachusetts, Rhode Island and New York, we can count, from this county, more than a dozen teachers on salaries of from 30 to 75 dollars a month, because the condition of our schools discouraged or at least did not reward their exertions.

We have a number of teachers in the county, who could, if they would determine to devote themselves through the year to teaching, earn reputations and demand competent support. As now situated, they prefer teaching four or five months during the winter, on small salaries, in our small schools. Such teachers may exhibit skill, but the field is not one in which their skill can be made to count. A small school, of children of all ages, is the most hopeless patient on which the doctor of teaching was ever called to practice. Stimulants will not meet the case, for none can be found potent enough to quicken the sluggish movements of an organization so irregular.

Thirty-seven in a hundred of the teachers in our schools the present winter are teaching school for the first time. About one half of these commenced and completed their education in the common schools. The other half have attended select schools from one to five or six terms. About the same average of all the teachers in the county, would be found to have been similarly prepared for teaching.

In addition to this, about three, in five of our teachers have attended one or more Teachers' Institutes; and there are six teachers, who have spent a few weeks in the State Normal School.

I find the teachers, generally, interested in their work, and anxious to qualify themselves more thoroughly for it. In my interviews with them, of their own accord, they quite uniformly introduced points, either in the teaching, or discipline of their schools, which had troubled them most, and seemed grateful for any solution of what perplexed them. As a body the teachers seem to be seeking help, in the confessedly difficult work to which they are called. I am persuaded, from these interviews with the teachers, that the Teachers Institutes, held in this county for the last four years, have already exerted a favorable influence upon our teachers. There is less pedantry among them. They have been led to inquire after a more successful mode of instruction, and for a more uniform and efficient discipline. There is among them a noticeable progress in investigation, in planning, and in all the administration of the school room.

There seems to be among them, quite generally, a desire for continued personal improvement. The oldest and most skillful of them, have learned the necessity of a more thorough and strictly professional training to fit men for the trying exigencies of the school room. Many of them expressed a wish to spend a few months in a good, thorough Normal School. Many of the younger teachers seemed anxious to qualify themselves to follow teaching as a profession. They seem to have become impressed with the strange inconsistency of supposing, that an adept in ordinary handicraft must of course be an efficient school teacher; and that it is better, both for his handicraft and his teaching, that they be frequently interchanged.

The number of teachers who follow the business through the year is increasing—and, also, the number of those who remain from term to term in the same school.

There is more skill both in the teaching and in the discipline of our schools than there was twenty years ago. Of course there are marked failures in both, and these failures are more noticeable now than when they were far more common. And there are, perhaps, as ignorant teachers in some of the schools as there were years ago; but the majority of them have far more general intelligence, and much more of the special professional qualification.

The salaries of our teachers are also higher than they were, though by no means, what they should be to encourage young men to secure a high standard of attainment.

The salaries paid to male teachers through the county will average about \$16, and that of female teachers about \$6 a month.

| | | | | |
|---------------|----------------------------|---------|------------------|--------|
| In Thompson | the average was for males, | \$21.50 | and for females, | \$9.50 |
| In Pomfret, | " | 18.62 | " | 9.17 |
| In Brooklyn, | " | 16.40 | " | 5.32 |
| In Windham, | " | 16.33 | " | 10.16 |
| In Voluntown, | " | 15.13 | " | 5.80 |
| In Hampton, | " | 14.66 | " | 6.33 |

Of 91 male teachers, 18 received \$12 or less a month; 52 had \$15 or less; only 14 had \$20; and only 7, \$25 a month. Three teachers in the county have been paid a salary of \$400 or more. Not another can be found who had received \$250 for the year.

The above review of our schools brief as it is, reveals distinctly the main sources of their inefficiency, and their more immediate wants.

It will be seen that our minute territorial sub-division of towns into societies and districts has seriously impaired our ability to maintain uniformly schools suitable to the wants of the children.

The great variety of ages and attainments among the pupils, calling for as great a variety in the studies and exercises of the schools, precludes that thoroughness which is indispensable to the highest success.

The present mode of supervision, exceedingly limited in its extent, exerts but little favorable influence upon the general system; while from its employment of men whose time is otherwise occupied, it in most instances fails even of the local influence for which it seems specially designed.

The small amount of time, spent by the great majority of the pupils in school, would, of itself, prove the inefficiency of our schools.

The pay and qualifications, and, particularly, the want of a strictly professional education on the part of so many of our teachers also argues a defect in our system while they can have only a barren influence for the good of the schools.

Last, though not least of all, the reliance placed by most of our towns upon our Public Fund for the main support of the school, is one of the most sorrowful as well as mischievous influences which doom these schools to a protracted and apparently hopeless inefficiency.

E. B. HUNTINGTON.

Tables of Classification and attendance in Twenty-five Schools.

| No. Scholars. | Spelling. | Reading. | Geog. | Gram. | Arith. | History. | Various. | A month. |
|---------------|-----------|----------|-------|-------|--------|----------|----------|----------|
| 171 | 4 | 5 | 2 | 1 | 3 | 0 | 2 | 17 |
| 94 | 7 | 6 | 4 | 2 | 5 | 3 | 3 | 30 |
| 90 | 8 | 6 | 4 | 2 | 6 | 1 | 5 | 32 |
| 79 | 5 | 5 | 6 | 1 | 3 | 1 | 3 | 24 |
| 72 | 8 | 6 | 5 | 2 | 4 | 1 | 2 | 28 |
| 70 | 6 | 3 | 6 | 2 | 4 | 1 | 4 | 26 |
| 64 | 7 | 5 | 4 | 2 | 4 | 0 | 4 | 26 |
| 60 | 6 | 7 | 2 | 1 | 4 | 1 | 0 | 21 |
| 60 | 6 | 6 | 6 | 2 | 4 | 1 | 5 | 30 |
| 57 | 6 | 4 | 4 | 3 | 6 | 1 | 4 | 28 |
| 55 | 5 | 4 | 3 | 2 | 6 | 1 | 4 | 25 |
| 54 | 5 | 5 | 2 | 2 | 2 | 1 | 0 | 17 |
| 50 | 5 | 7 | 10 | 2 | 2 | 0 | 1 | 27 |
| 44 | 4 | 4 | 7 | 3 | 7 | 2 | 2 | 29 |
| 42 | 5 | 4 | 4 | 3 | 3 | 2 | 2 | 23 |
| 35 | 5 | 6 | 2 | 1 | 3 | 0 | 1 | 19 |
| 34 | 5 | 2 | 3 | 1 | 3 | 2 | 2 | 18 |
| 27 | 6 | 5 | 5 | 3 | 7 | 3 | 2 | 31 |
| 25 | 5 | 5 | 4 | 1 | 4 | 1 | 2 | 22 |
| 23 | 4 | 4 | 2 | 2 | 7 | 0 | 1 | 20 |
| 21 | 5 | 4 | 2 | 1 | 4 | 1 | 1 | 18 |
| 21 | 4 | 3 | 2 | 1 | 2 | 1 | 2 | 15 |
| 18 | 6 | 5 | 11 | 1 | 3 | 0 | 1 | 27 |
| 17 | 5 | 4 | 3 | 1 | 2 | 0 | 1 | 16 |
| 15 | 6 | 4 | 3 | 2 | 3 | 1 | 1 | 20 |

| Towns. | No. Scholars. | Less than 50 days. | Less than 78 days. | More than 100 days. | More than 150 days. | More than 200 days. | Highest No. of days. | Months of School. |
|------------------|---------------|--------------------|--------------------|---------------------|---------------------|---------------------|----------------------|-------------------|
| Plainfield, - | 92 | 15 | 35 | 50 | 32 | 18 | 234 | 9 |
| Woodstock, - | 82 | 8 | 12 | 33 | 23 | 0 | 179 | 8 |
| N. Plainfield, - | 74 | 13 | 23 | 39 | 22 | 13 | 236 | |
| Scotland, - | 73 | 11 | 25 | 37 | 25 | 15 | 221 | |
| Hampton, - | 65 | 9 | 24 | 31 | 22 | 4 | 210 | |
| Westminister, - | 65 | 8 | 17 | 38 | 15 | 0 | 165 | |
| Brooklyn, - | 58 | 8 | 12 | 33 | 23 | 13 | 212 | 9½ |
| " | 49 | 9 | 14 | 23 | 12 | 0 | 196 | 9 |
| Scotland, - | 42 | 7 | 13 | 15 | 5 | 0 | 165 | |
| Brooklyn, - | 41 | 10 | 17 | 4 | 0 | 0 | 104 | 9 |
| Plainfield, - | 41 | 5 | 16 | 17 | 0 | 0 | 147 | 8 |
| Pomfret, - | 39 | 12 | 34 | 0 | 0 | 0 | 82½ | 4 |
| Brooklyn, - | 38 | 9 | 17 | 16 | 11 | 0 | 197 | 9 |
| Pomfret, - | 37 | 7 | 20 | 5 | 0 | 0 | 107½ | 5 |
| " | 36 | 15 | 32 | 0 | 0 | 0 | 93½ | 4 |
| Sterling, - | 35 | 11 | 25 | 5 | 0 | 0 | 141 | 5½ |
| Brooklyn, - | 34 | 3 | 10 | 16 | 6 | 0 | 167 | 8 |
| Voluntown, - | 32 | 8 | 24 | 0 | 0 | 0 | 90 | 4 |
| Brooklyn, - | 31 | 6 | 9 | 12 | 5 | 0 | 177 | 7½ |
| Abington, - | 31 | 4 | 22 | 0 | 0 | 0 | 91½ | 4 |
| Brooklyn, - | 24 | 14 | 18 | 0 | 0 | 0 | 93 | 7 |
| Voluntown, - | 23 | 11 | 16 | 0 | 0 | 0 | 95 | 4 |
| Brooklyn, - | 21 | 1 | 3 | 12 | 5 | 0 | 182 | 9 |
| " | 12 | 2 | 3 | 3 | 0 | 0 | 113 | 5 |
| Voluntown, - | 35 | 13 | 22 | 0 | 0 | 0 | 88 | 4 |
| | 981 | 167 | 359 | 389 | 206 | 63 | | |

REPORT ON COMMON SCHOOLS IN THOMPSON.

The Secretary of Board of Visitors appointed by the School Society of Thompson for the year ending Sept. 30, 1850, having performed the service assigned him by the Board, respectfully submits the following Report:

In accepting the trust lodged in our hands, we did not close our eyes, either to the solemn responsibilities, or to the serious difficulties connected with it. We deeply felt that we were called to a service, vital, alike to the educational and business prosperity of our town; and we accordingly felt that we could not prove faithless to our trust, without endangering every interest, which we, as parents and as citizens, hold dear. In view of such responsibilities we decided, that no fidelity of ours, should be wanting to a full, and, according to our ability, an intelligent discharge of every duty implied in our appointment. How we have succeeded in fulfilling our mission, we ask you to learn from the report we now submit.

OUR FIELD.

We wish to call your attention first to the field of our labors. On a surface of territory a trifle more than seven and three fourth miles in length, by about seven and a half miles in width, containing fifty-nine square miles, you have fifteen school districts. These districts vary in *territorial extent*, from a single square mile, to nearly five times that territory; in *property* the poorest is to the wealthiest nearly as one to seven; while in *scholars* they range from 20 to 216. So great inequality, size, wealth and number of scholars, in these districts must have, as we shall see, a very marked influence upon the character of their schools. So large a number of districts on so small a surface, is the point respecting our field, to which we would direct your attention. In this multiplication of districts is found an evil omen to our common school system; and we are persuaded, both by our own observations and the concurring convictions of the principal Educators of the day, that either the system of districting a town must be abandoned, or our present small districts must be united. As the unavoidable result of our numerous districts, we are obliged to employ cheap teachers, and even such teachers but a small portion of the year. The facilities for educating our children in these districts must be altogether inadequate to their necessities. We do not see that much could be expected from children that attend school only from three to six months in the year, and for that time under the charge of teachers who are simply making an experiment of their capabilities for teaching; and who were approbated, simply on the ground that they were going to perpetrate that experiment, only upon one of the smallest districts of the town.

Nor are there valid reasons for the great number of districts in our town. The schools are not so large as to require it. In the most populous part of the town, at Quinebaug, all the scholars which could conveniently attend a central school would number, at present, less than 350; and the scholars in school at any one time during the year would be less than 275. How much better would it be to have a single school of different grades in such a location, under the general supervision of a competent teacher, than it is to have two or three imperfectly classified schools. We have no other schools in the county, which can compare at all favorably with the two schools on the Willimantic, numbering 250 and 350 scholars each. So generally are the leading friends of popular education satisfied upon this point, that the great object now is, to consolidate these districts in all of our larger centers of population. But again, the distance, even among the more sparsely populated sections of our town, would be no serious objection to enlarging our districts. We do not find, from examining our school registers, that those scholars that live farthest from the school house are less constant or less punctual, than they who are nearest. Nor do we find

that they suffer either in scholarship or in health from the journey of a mile, which they daily perform. Who has not, on the other hand, envied the rosy cheeks and the bounding pulse of the little child that has just faced the keen N. W. for a mile or more to the winter school.

But consider the actual nearness of your school houses as they now stand. Starting from Quinebaug you may visit every school house in town and return to the starting point, by a journey of less than 25 miles, omitting the distance which you must travel the second time from Upham to New Boston. This shows that these houses are only, on an average, about a mile and two-thirds from each other. Were there eight properly located schools in town, instead of the fifteen which you now have, there would be but a very few scholars two miles from the school house, and scarcely none two and half miles; and these, if constant in attendance at school, we predict would prove the most punctual, healthy and successful scholars on your lists. Then, too, you might have school ten months in every district, and in most or all of them, you might secure a classification of your scholars, which would very greatly facilitate the work of education.

These suggestions we have thrown out, simply to call your attention to what we deem a serious difficulty in the way of thoroughly educating the children of our town; and with the hope that when action is hereafter taken which has reference to our districts, it may be such as shall harmonize with the increasing intelligence and improved school systems of our age.

But lest we should be deemed rash and altogether in advance of the age in the remarks here made, we beg you to hear what two of the most practical and efficient educators of our age, have to say upon this point. Mr. Barnard, our present Superintendent, after a very graphic and correct view of the character of our schools before the introduction of school societies and districts, says: "Every departure from this original territorial organization of our school system, combined with the various changes which have been made in the mode of supporting the schools, has weakened the efficiency of its administration, and proved a hindrance to the progressive improvement of the schools both in the quantity and quality of education given in them."

"But the most thorough and general improvement in all of the schools of a society or town—the greatest equality of school privileges to all the children of the small as well as the large districts, can be effected by an abandonment of the district system and the establishment of schools of different grades, in different sections of the same society or town, under the charge of a committee so constituted as to represent the wants of each section."

Mr. Mann, nine years ago, in his report on the Massachusetts schools, took the same view of this subject. After speaking of the division of districts, from family quarrels, he says: "The consequences are fatal. The power of the district is annihilated." "The natural consequences of very small districts, are poverty in the purse that supports, and in the spirit which animates them."

The actual proof that our small districts are unfavorable to the cause of common school education, will still further appear in following parts of this report. We have to commend the field whose minute districting we have been obliged to lament, for one excellence it has retained of the old organization, which pervaded all over the State previous to the year 1766. The entire town constitutes but a single school society, subject to a single board of examiners and visitors. In this view of our field, we feel that we have an opportunity for doing far more service to the educational interests of our town, than we should or could have, if the town were subdivided, like most of the towns of the State, into two or more school societies. But while we thus approve the organization, which makes of each town a single school society, we are constrained to believe, that the practical benefit of such an organization can be secured, only by the actual supervision of all the schools by the entire board of visitors, or by some single committee appointed by them. We shall now call your attention to the action of your BOARD OF VISITORS.

In entering upon the work for which we were appointed, we were required to make provision for the examination of teachers, and for visiting the schools under our supervision. The Board decided to pursue the course heretofore pursued by your Boards: viz. to examine the teachers in full meetings of the Board, and to resolve the Board into three sub-committees, to each of which

should be assigned a third of the schools in the town, for visiting and general supervision. In pursuance of this decision, the schools in districts No's. 1, 7, 14, 15 and 17 were officially visited by Gent. Crosby and Huntington; No's. 4, 5, 6, 11 and 12, by Gent. Aldrich and Mills; and No's. 3, 16, 8, 9 and 10, by Ramsdell and Dean.

By this division of labor it will be seen, that the great benefit of a large school society over a smaller one is lost. The welfare of the schools requires that either the board of visitors, or a committee, not *committees*, appointed by them, shall visit all the schools of the society. In this way, and only in this way, can any board of visitors prepare themselves for giving a full and intelligent report of all the schools of which they have charge. If, as was found to be the fact, all the members of a Board, can not visit all the schools of a Society, the Board are allowed to select a committee from their number for this service. And the highest success of the system, plainly requires that the same visitor or visitors shall visit every school of the society for which they are appointed.

We deem it, therefore, our duty to lay this matter before you, and to suggest that the future visitors of your school society be allowed to supervise your schools, according to the true intent of their appointment.

Two practical benefits will result from this course. First, the visitor or visitors, if two should be appointed, will have to give more time and attention to the condition of your schools, and to the subject of education; and from their more full and perfect acquaintance with them, they will, secondly, give you a fuller and more reliable report. The expense of such a mode of supervision will be no more than it is now, even if your Board should appoint two acting visitors; unless you should pay them more than the legal allowance.

In regard to the supervision of your schools the last year, we are able to report, that with a few exceptions, in which from the prevalence of sickness, or from other causes, the schools were prematurely broken up, the schools have been regularly visited, both during the winter and the summer terms. The Board have held seven meetings for the examination of teachers, and for making the needed changes in the classification and books of the schools; and *one meeting*, called for the purpose of closing a school, which was found to fail, both in discipline and in instruction. In addition to the regular visits made by the visitors, several members of the Board have made gratuitous visits, amounting in all to 161.

The Secretary, in order to prepare the report of the Board, has, in addition to the seven schools in the section to which he was assigned, visited every school in the town, *once*; all but two, *twice*; and the rest, severally, from three to seventeen times. Thus, while in our mode of supervision, we may literally have failed of fulfilling the law under which we should have acted, it will be seen that we have actually accomplished, in gratuitous service, much more than the law demands.

CONDITION OF SCHOOLS DURING THE YEAR.

The Board believe that the schools during the past year will compare favorably with the schools taught in the several districts for a number of years; and, if you except the schools in Willimantic Society, they will rank, perhaps, first among the schools of the county. No school society has secured so nearly a uniformity in the books used in the schools; and none, with the exception already made, pay a higher average salary to the teachers. We may safely affirm that the condition of our schools has far surpassed in excellence, the facilities with which they have been furnished; and our wonder is, how, with a majority of so miserable houses in so awkward and cramped locations, with so poorly paid teachers, with so few of the most needed appendages and aids of the school-room, with so little general interest among the parents and guardians of the scholars in our schools, the schools themselves should accomplish as much as they do. When the school-houses and their location and appendages are more graceful and orderly than the teachers and their schools,—when neither teachers nor scholars show as much interest as parents and guardians—when the constant and punctual attendance of scholars is insisted on more by parents than it is desired and sought by the teachers, we will in our censures, spare neither our teachers nor their schools. At present, we feel more disposed to pity the

teacher in his isolated work, almost outside the pale of human sympathies, and the flagging, weary children, in most instances doomed to drag through the day, in an impure, heated atmosphere, on high seats, without even the relief for their limbs of the prisoner in stocks, than to use a single word of censure against those whose condition would excuse even more general inefficiency than we can find. And yet, even though, neither teachers nor scholars are cared for, as they should be, we have endeavored, in our supervision of the schools, to secure as general efficiency in teaching and discipline, as is attainable. We were as careful in approbating teachers as was consistent with securing them for the salaries offered. We have not spared time, travel, nor expense, to meet the teachers and advise them; nor have we hesitated, when it seemed to be our duty, to caution and warn them.

After our utmost care, we still are obliged to record some failures, and while the sad injury must rest mainly upon the children, we feel that the blame must attach to parents and teachers perhaps even more than to the children themselves.

We mention with especial satisfaction the winter schools in districts No. 1, 16, and 17, and we are forced to record the most marked inefficiencies in those of 7 and 14. Of the summer schools, those in No. 3, 8, 14 and 17 would rank first in excellence; and that in No. 7, the Board felt obliged to close, in consequence of the inefficiency both in instruction and discipline. Of the other schools, in *some*, the mode of teaching surpassed the energy of discipline; while in others, the discipline was more effective than the instruction. In *all*, we could see in some respects a tolerable degree of progress; and we fully believe that the same corps of teachers, if surrounded and aided by suitable facilities, would have done far more for the intellectual, social and moral improvement of their schools.

We suppose it would require a teacher of uncommon energy and tact to manage such a school as that in district No. 7, in such a house as is furnished. It is neither large enough for the number of scholars, nor suitably seated for them. The same may be safely said of the houses in Nos. 14, 16, 4 and 5. Indeed, although we record with great pleasure the increased aid to the management of our schools in the erection of three new houses, more commodious and better arranged internally than the old ones were, we are yet constrained to feel that there is not in town a house, whose location, appendages, entrances, seats and internal arrangements are what they should be to aid in the most successful management and instruction of the schools. The lowest seats in all our houses, not excepting the new ones, are too high for the smallest scholars. The location of nearly every house—want of suitable dressing rooms for scholars—want of suitable and suitably located privies, aided by the offensive presence of vulgar forms and obscene words traced in pencil or by the knife, as so many unmistakable tokens of the failure of these schools in other years to mold the hearts and manners of their pupils, either to purity or gracefulness; these all arise before us as so many serious difficulties in the way of the teacher, who would make his school what it should be, a nursery for every manly and graceful sentiment. Nor is the mode of warming these houses much better calculated to aid in the management of these schools. The old box stove, that relic of the earliest infancy of the art of stove making, is in all of our schools, and what is worse, it seems destined to outwear the children and the school rooms of this age. We deem it no light task for a teacher, with such apparatus for warming his room, to save the heads of his scholars without hazarding their feet. If we have, in our official visits, found in an hour after the school has commenced, a general listlessness among the scholars and an uncontrollable longing to see or at least to feel the door open, we have been forced to sympathize with them, and to excuse their listlessness, if not their noisy shuffling and their rude and undisciplinable yawning. And when it has been our experience to see one class of scholars warding, with hand, book, slate and handkerchief, from their scorched cheeks the burning heat, that they might warm their aching toes, and another class in the same room, covering their heads from the chill air freely pouring through loose or broken window, wainscot or door, and warming their feet at the expense of the gaping floor; we have then, too, felt how much service to a teacher a suitable room, suitably warmed would be. And in making out our report of the schools, we have felt bound if not to justify, yet at least to treat charitably, much of the rudeness and irregularity which have tried the teachers as much as their visitors.

Again, the want of classification in our schools, owing more to the varied ages and attainments of the scholars than to the want of ingenuity in the teacher, has been a serious difficulty in the management of the schools. The average lessons

in the regular studies of the schools will be found to be about twenty-seven. As the spelling and reading exercise are usually repeated each half day, except perhaps in the oldest classes, we shall find about thirty-four different exercises to be provided for each day. If now we allow only a single hour in the day for the teacher to devote to recesses, superintending the writing, answering occasional questions, and exercising occasional if not quite frequent discipline, we shall have only five hours left for the thirty-four different exercises which must be attended to. It needs no extensive familiarity with the slow process of mental training to see that a teacher so situated can hardly expect to make very marked progress in such a work. If he spend his time with a few classes in such familiar and extended illustration as their inquisitive age and difficult studies demand, other classes must be altogether neglected. If he divide his time in any fair proportion among them all, none can receive the aid they actually need. As long as the ages and attainments of the scholars are so various, we despair of a thorough education for them until we can find suitable rooms for the systematic instruction of the Lancasterian method, and even then, unless we can find such teachers as Lancaster himself to conduct the arrangement.

But a still greater annoyance to teachers and schools, both, is found in the

IRREGULAR AND TARDY ATTENDANCE OF SCHOLARS.

To this point, in the condition of your schools, the Secretary of the Board has paid particular attention. Though nearly all with whom he has conversed have been ready to acknowledge the fact of great inconstancy and an unpardonable tardiness of attendance, none seemed ready to credit the actual amount of either. And it has been only after a long investigation, expensive in travel, time and money, that he has been able to collect the facts and results which are now submitted. The appended table of attendance will speak for itself. The entire number of scholars registered as attending school for some part of the winter, is but a small fraction more than four-fifths of the number between the ages of four and sixteen, returned last fall; while the entire number registered for the summer schools does not equal three-fifths of the number returned.

By comparing the winter and summer registers of each school, we find the entire number of scholars in the schools during the whole year, to be about one-sixth more than the number returned.

By comparing the school lists of all the schools thus made out with each other, and making the deduction for those scholars registered in one district during the winter and in another during the summer, we find left but a small fraction more than the number returned last fall. From this list must be deducted those in the schools over sixteen and those under four, amounting to 154; and your school lists are now reduced a fraction below the entire number of children between four and sixteen. But this is not all. Many of this number are not among the names of the scholars returned.

By comparing the list of each school register, both winter and summer, with the list of scholars in your Clerk's office, we find the astonishing fact, that in our manufacturing districts, of the scholars numbered last fall, only about one-third were in the schools during the winter, and less than one-fifth during the summer; while in our agricultural districts, about three fifths only were registered in winter, and less than one-half in summer. I hardly need say, that so migratory a population are not most favorably situated for the systematic education of children; nor that the teachers must find great difficulties in so constant a change in their schools.

But a more definite view of the actual attendance of our scholars will be had, when you find from the *Table of Attendance* that, of the entire number registered, more than one-fourth attended school less than fifty days in the year; more than two-fifths, less than three months; less than one-fourth, one hundred days; only one-eighth a hundred and fifty days; and only 17 scholars, six in district No. 4, seven in No. 6, and four in No. 17, attended school two hundred days. Less than half the scholars in the town have been in school long enough during the year, to entitle them to the privilege of working in the mills,

But the appended Table will furnish you the data, from which, at your leisure, you may ascertain to your fuller conviction the extent of the irregular attendance upon the schools which are furnished gratuitously, almost, for the education of our children.

One additional view of this subject, may be a fitting and an instructive point for leaving it. 300 hours of study, about 25 ordinary days of labor for the children

in our mills, is as much time, as one-third of the children in town, have found at school during the year; and those of our children who have attended most constantly and punctually, have not equalled seventy days of such labor. What parent would expect his child to earn much, at work, in the mill only twenty-five or even as many as seventy days of the entire year—and what agents of your mills, would pay a child, for so irregular and tardy attendance in the mill? But if the successful operation of one of these mills, implies the constant and punctual attendance of every hand employed, we only ask, if the more difficult work of disciplining the mind of the children in our schools, does not call more imperatively, for their constant and punctual attendance. The loom, which for want of its weaver, stops an hour or a day, does not interfere with the successful operation of the rest. The scholar who comes in late, arrests the attention and interrupts the studies, ordinarily, of every scholar in school; and he who is away one day, vexes the teacher and retards the scholars the next, by his untimely questions and his tardy and stupid recitations. We close this topic by expressing the hope, that this evil of our schools may be remedied; and that the time may soon come, when the minds of our children, dearer to us immeasurably than their frail and dying bodies, shall be cared for, with at least equal interest and fidelity.

There is one point in which the schools of our town will compare very creditably with the schools of any town in the county, viz., in regard to a uniformity of the text books used in them. In this respect, a change for the better has been in progress for three or four years. By the judicious action of your former boards, the number of different books on the several studies attended to in the schools has been diminished. The only important change effected by us has been in regard to the Arithmetic in use. The Board decided to throw out the legion in the schools, and introduce the series of Mr. Perkins; and we are happy to record a very satisfying success.

We are constrained to believe, that, though this Arithmetic may not prove the best which could have been introduced, it is far better, than the half dozen different kinds formerly in the schools. We have now in the schools, only a single author in reading, spelling, geography, grammar and arithmetic; and the result will show a saving of time in recitations and a saving of expense to parents.

There is, however, on this subject, one fact still, to be deplored and remedied—the prevalence of a nameless variety of writing books. If writing is to be in the schools, the copies should be uniform as well as correct. With our present constant changing of teachers this can never be; and the only substitute for the defect is, some correct system of penmanship with copies. The Board introduced such a system; but for reasons which we did not feel obliged to control, the old writing books and all sorts of new ones are still in the schools. We earnestly hope that parents will regard in this thing the improvement of their children of higher moment than the four extra cents which a suitable writing book may cost; and we hope that the next Board appointed by you, will see that a suitable system of penmanship is within the reach of the scholars before they shall purchase their books for the winter.

There is one topic, still, to which we ask your attention, viz.: the expense to you of the education of your children. The appended table exhibits the source and amount of funds expended in town during the year for the support of your schools, excepting such occasional expenses as we here enumerate.

In addition to the funds entered in the Table, we are happy to record an outlay of about \$1,800 for new school houses in three districts.

In the centre district, \$111 have been paid for private tuition; and thirteen children between the ages of 4 and 16 have received the benefit of it.

Besides these items and the small expense incurred for fuel and books, no money has been raised by you, either to lengthen out or to improve your common schools.

By consulting the expense Table and this statement, it will be seen, that all the money raised in town for the support of our common schools, in which between thirteen and fourteen hundred scholars have received all the instruction they have had, is not equal to the amount paid for the private tuition of the thirteen children who have attended the select school. Were all the money raised in our fifteen districts for the expense of instruction to be divided between all the scholars in town, the average would be less than $6\frac{1}{4}$ cents each; and while the expense to you has been but the $6\frac{1}{4}$ cents, the gratuities which you have appropriated, have averaged to the scholars about 1.55 cents—making the actual cost of the instruction in our schools, about 1.61 cents for each scholar registered.

While you have incurred an average expense of only 64 cents for the children in your schools, the citizens of some of the towns in the state on your north have taxed themselves to the amount of nearly eight dollars for every child between the ages of 4 and 16; and in the state on the east, so lately the acknowledged state of ignorance and schoolless unthrift, the citizens of Foster have taxed themselves twelve times that amount, and the City of Providence has paid about five dollars for the instruction of every registered scholar. While with us, the cause of common school education is, even with our large fund, stationary or retrograde, in other states where the schools are mainly supported by tax, a more general interest is awakened and the schools are progressive. Even Rhode Island is in advance of us. Ten years ago, the teachers of Connecticut who were found incompetent to teach our poorest schools, had no difficulty in getting the ordinary schools of that state. Now, we may go to some of the ordinary towns and villages of that state, and find model school houses and model teachers, such as would put to shame the school arrangements of the great majority of our largest and wealthiest towns. And this superiority in the educational privileges of that state, and of many other states in our Union, is destined to be more marked, unless the citizens of Connecticut consent to tax themselves more generously for the improvement of their schools.

We hope sincerely, that the citizens of this town, will not consent to be outdone by our neighbors, either on the North or on the East. We are called to submit to expense to improve our school houses—to furnish the simpler apparatus for schools—to furnish them at least a good map of our state—to furnish district libraries—to raise the standard of qualification in our teachers, and by boarding them at one place, to furnish them an opportunity for self culture such as they need to meet the ever pressing inquisitiveness of the youthful minds entrusted to their charge; and to see that a more thorough and efficient supervision of our schools is exercised.

While we are backward in the duty of furnishing our schools with adequate pecuniary support, we are equally deficient in a public interest in them. With the exception of the winter school in district No. 1, the schools have been almost entirely neglected by parents and guardians. Scarcely any visits have been made to the school house, to learn the condition of the schools, or to encourage either the teacher or the scholars; and we are forced to the conclusion, that we do not practically regard the education of our children as an object worth much expense, either of money or of time.

In concluding this report, your Board ask you to consider, whether the grand design of common schools, has yet been answered in the schools of your town. Have you from these schools, secured for your children that amount of intelligence and mental culture, which has satisfied you; when, as parents you have been called to send them into the world to act for themselves? Have their manners been improved; and have they always felt in your schools the healthful presence of a pure and elevating morality; so that when they have come forth to the labors and responsibilities of manhood, they have come all furnished for a work, useful alike to the industrial, the social, and the moral well being of their race?

We believe that it is within the capabilities of an adequately sustained and judiciously managed common school system, to answer these important ends. We believe that the industry of your town will keep pace in its practical results with whatever progress you make in your schools. We believe that the social comfort, domestic peace, general purity of morals, general diffusion of intelligence, and general advance in all that improves and embellishes civilized life, are closely connected with the successful management of your common schools. Surely, a great responsibility rests upon you; and you are most earnestly called, as you prize your own loved circles of dear ones at home; as you regard their gracefulness in deportment—their intellectual culture and their moral purity; as you value the blessings of a generally diffused education and the superadded and loftier blessings of an unimpeached and an unimpeachable public morality, you are called upon to honor the increased draft which your schools should make upon your interest, your time and your purse.

In behalf of the Board,

QUINEBAUG, Sept. 30, 1850.

E. B. HUNTINGTON, Sec'y.

*Table of Attendance in the School of Thompson, for the year ending
September, 1850.*

| District. | Number of scholars returned. | Number registered in winter. | Number registered in summer. | Whole number registered. | Over sixteen years. | Under four years. | Months of school. | Attendance. | | | | | |
|-----------|------------------------------|------------------------------|------------------------------|--------------------------|---------------------|-------------------|-------------------|--------------------|-------------------------|---------------------|---------------------|---------------------|-------------------------|
| | | | | | | | | Less than 50 days. | Less than three months. | More than 100 days. | More than 150 days. | More than 200 days. | Highest number of days. |
| 1 | 41 | 44 | 24 | 52 | 6 | 1 | 8 | 6 | 15 | 18 | 10 | 189 | 100 |
| 3 | 57 | 49 | 54 | 76 | 1 | 2 | 6 | 25 | 55 | 16 | 0 | 0 | 130 |
| 4 | 121 | 103 | 89 | 126 | 11 | 4 | 9 | 21 | 41 | 58 | 38 | 10 | 209 |
| 5 | 53 | 49 | 46 | 69 | 7 | 2 | 8 | 17 | 37 | 22 | 3 | 0 | 160 |
| 6 | 71 | 72 | 58 | 90 | 6 | 7 | 10 | 23 | 35 | 36 | 18 | 7 | 219 |
| 7 | 130 | 114 | 97 | 142 | 6 | 4 | 9½ | 47 | 88 | 42 | 23 | 0 | |
| 8 | 70 | 69 | 55 | 84 | 10 | 1 | 8 | 10 | 41 | 19 | 13 | 0 | 167½ |
| 9 | 22 | 20 | 0 | 20 | 3 | 1 | 3 | 4 | 20 | 0 | 0 | 0 | 70 |
| 10 | 54 | 42 | 35 | 53 | 4 | 0 | 7½ | 13 | 30 | 18 | 0 | 0 | 146 |
| 11 | 97 | 94 | 51 | 118 | 5 | 4 | 8½ | 15 | 46 | 50 | 19 | 0 | |
| 12 | 42 | 42 | 17 | 48 | 6 | 0 | 5½ | 6 | 19 | 9 | 0 | 0 | 122 |
| 14 | 99 | 90 | 66 | 124 | 4 | 0 | 8 | 33 | 62 | 36 | 18 | 0 | 192 |
| 15 | 49 | 33 | 24 | 52 | 4 | 2 | 8 | 17 | 30 | 6 | 3 | 0 | 177 |
| 16 | 77 | 79 | 59 | 105 | 16 | 6 | 8 | 31 | 60 | 23 | 9 | 0 | 183 |
| 17 | 198 | 160 | 139 | 204 | 17 | 14 | 9½ | 73 | 143 | 59 | 33 | 6 | 201 |
| | 1181 | 1060 | 814 | 1363 | 106 | 48 | 7½ | 341 | 722 | 412 | 187 | 23 | |

Expense of Thompson Schools for a year.

| District. | School Fund. | Town Deposit. | Town Fund | District Contribution. | Expense visiting and examining teachers. | Number of Visits. |
|-----------|--------------|---------------|-----------|------------------------|--|-------------------|
| 1 | \$62.39 | \$17.82 | \$2.68 | \$16.00 | | 12 |
| 3 | 86.73 | 17.82 | 2.96 | 3.00 | | 12 |
| 4 | 184.11 | 17.82 | 5.55 | 50.00 | | 17 |
| 5 | 80.65 | 17.82 | 2.80 | 00 | | 6 |
| 6 | 108.03 | 17.82 | 2.95 | 00 | | 7 |
| 7 | 197.81 | 17.82 | 4.98 | 00 | | 9 |
| 8 | 98.91 | 17.82 | 2.15 | 00 | | 10 |
| 9 | 35.00 | 17.82 | .86 | 00 | | 5 |
| 10 | 82.17 | 17.82 | 2.30 | 15.00 | | 6 |
| 11 | 147.60 | 17.82 | 2.28 | 00 | | 7 |
| 12 | 63.91 | 17.82 | 1.90 | 00 | | 9 |
| 14 | 150.64 | 17.82 | 1.90 | 2.40 | | 20 |
| 15 | 74.56 | 17.82 | .86 | 00 | | 8 |
| 16 | 117.16 | 17.82 | 2.63 | 00 | | 16 |
| 17 | 301.28 | 17.82 | 5.52 | 00 | | 17 |
| | \$1,790.95 | \$267.30 | \$42.32 | \$86.40 | \$74.00 | 161 |

REPORT

ON THE

CONDITION OF COMMON SCHOOLS IN FAIRFIELD COUNTY.

TO HON. HENRY BARNARD,

Superintendent of Common Schools.

Having performed the duties assigned me, in visiting so many of the schools of this county, as time and circumstances would allow, and addressing the people of each society upon the condition of the schools, it remains for me to make a report of my doings, and give so far as I may be able an account of the condition of the schools of this county. It cannot be expected that a full and perfect report of the condition of the schools can be given, from the flying visits, which we were obliged to make. To do this, time and provision must be allowed, that, at least, one half day may be spent in each school.

Notices of the time and objects of the addresses were forwarded to two or more school officers, one or two weeks before the appointed time of visitation, with the request that sufficient information of the expected address might be circulated throughout the different portions of the society.

The audiences were very variable, varying from two to two hundred persons. I should judge the average to be about seventy-five. The season was peculiarly unfavorable for large assemblies. The evenings were short, and the hay and harvest fields demanding all the energies, both of body and mind, of our farming communities. One remarkable fact was noticed, that the smallest places generally gave the largest audiences. In Bridgeport, on the evening of the first appointment, there were five persons present, and it was thought best to postpone the address; at the adjourned meeting, two persons only were present. In Norwalk, about twelve persons assembled. In Ridgebury, the Congregational Church was very well filled. In Stamford and Bethel the house was not opened until a late hour in the evening, and after considerable exertion on the part of individuals; but then very respectable audiences assembled.

It will be unnecessary to give an abstract of the addresses, substantially the same facts were dwelt upon at each place, and the greater part of these will appear in the course of detailing the condition of the schools, school houses, etc., of the county.

SCHOOL HOUSES.

Were we to plan a school house, that would be perfect in every respect—the location good, the yard of sufficient dimensions, enclosed and improved; the buildings comely or ornamental, the seats and their arrangement proper, the desks of approved construction, the heating and ventilating apparatus such as to secure a healthy atmosphere of a suitable temperature, furnished with all necessary apparatus; indeed just such a school house as every district might and should have; and set this up as a standard, by which to judge of the fitness or unfitness of the buildings at present used for schools, we should be obliged to set aside every school house of the county. There are some few very good houses, but they are all far below such a standard. The best house visited, was found in the North Centre District of Danbury. It stands in an appropriate lot, though of small dimensions, with two entrances and entries, one for males and one for females. These entrances are furnished with scrapers and mats; the entries with appropriate arrangements for hats, caps, and outer garments, and also with proper washing utensils. From the entrances covered and

laticed walks lead to neat out buildings. Separate yards furnish convenient play grounds for the boys and girls. The desks are very good, but crowded together so as to be somewhat uncomfortable, and are with difficulty kept clean. It is furnished with two small ventilating openings into the flue of the chimney near the ceiling. The school room is heated by means of close stoves, without arrangements for the admission of fresh air, properly heated: thus while the heated air may be to some extent carried off by the ventilating flues, the cold air must press in through the crevices, rendering it uncomfortable for those seated around the sides of the building. There is no apparatus of any kind for the illustration of studies, only excepting a black-board. The houses next to this in excellence are found in Norwalk. Here is one, with its yard neatly fenced and laid out in walks and flower beds, mostly the work of the scholars some year or two since. But owing to the small dimensions of the yard, the children have to use the street for their play ground. The interior of the house is similar in construction to the one in Danbury. An opening in the ceiling is intended for ventilation. No provision for the admission of the pure air of heaven, properly heated, to diffuse its genial warmth, and health giving vigor to body and mind. The out buildings are far, very far from being what modesty and decency require. Three other houses of this place stand in small, unenclosed lots. Two of them are similar in their internal arrangements with the above, but very crowded. In one, the (one) teacher was found with one hundred and ten different names upon his list of scholars, an average attendance of sixty-six scholars, and seats for sixty. Leaving these houses, and a very few more of similar construction, there is a very wide difference to those of the next grade of excellence. This class usually stand wholly in the street, and very often close to the carriage track. One, in the village of Stamford, has its stone steps grazed by the wheel of the passing carriage. The play ground and places for retirement for the children must be the road unless the neighbors grounds are trespassed upon. Time would fail to particularize in this and the following classes. Let us take a view of one or two, which will answer for the classes that remain. Here is one, perhaps, better than many others. It stands upon the brow of a steep, stony, rocky hill, which constitutes the play ground for the children. Tradition says that some years since when the people of this district were deliberating where they should place their new school house, this spot was chosen, because it *could not possibly be used for any other purpose*. A narrow entry is separated from the school room by a knot-holy board partition. The inner door without latch or catch. The desks are placed around the sides of the room and seats in front without backs. Both desks and seats are still rather high, though they were lowered some time since at the suggestion of a casual visitor. A very small portion of the rough board partition, painted black constitutes the only blackboard. There are no means of ventilation provided other than is afforded by the numerous crevices and knot holes. This house, thanks to the efforts of the faithful and enterprising teacher, is furnished with outline maps, a globe and some other articles of apparatus. A little to the right of the school house, entirely unscreened from the public gaze, is the only out building, wanting a door and some few of its upright boards. Another of this class stands upon a triangle formed by the meeting of two roads, a very steep and exceedingly rocky side hill. The approach to the building is from the upper road, which is scarcely two rods wide. Here is no out house of any kind. The house is furnished with no means of ventilation, no apparatus, no entries. The only play ground must be the upper road, unless with extreme danger to limbs and even life.*

But perhaps the best classification that can be given to the remaining grades, may be given by briefly describing a few houses as they occur in my records as being visited successively. Here is one, situated by the road side, and here it has stood for more than half a century, without a shade tree, while private houses, in the immediate vicinity are covered by the shadow of the wide spreading elm. The roofs are nearly pointed at the centre.

* In the report from this district, it is stated the house is the best in the society and furnished with suitable out buildings and play grounds.

The windows broken and patched. The boards of the entry floor flap up and down under the tread. In one part is a small pile of coal, chips and dirt, covered with hats and caps, seemingly the only place provided for them, at any rate, the only place appropriated for such purpose. A loose and tottering board partition separates the entry from the school room. Two long desks, sloped on each side, extend through the room, very rough by the long continued use of jack knives, and so rickety as to be braced by a huge stone wedged between the end of the desk and the wall. The seats so high that the floor can scarcely be reached by the feet of a common sized man, and so narrow that the balance is with difficulty maintained. The plaster is crumbling from the wall. But let us pass onward, a distance of two miles. Here is a small village green, commanding a wide view of the Sound and surrounding country, upon which stands the village school house. The clapboards are shaking in the wind. The huge chimney stands out wholly in the room. Narrow boards placed around the sides of the room, from the desks. The seats in front of them are without backs, some of them are slabs with legs. The floor very uneven. The water comes trickling through the roof. No outhouse of any kind. At a little distance stands the village church, a new and beautiful Gothic structure, and around, the elegant dwellings of the wealthy inhabitants. Let us again pass onward a distance of two miles, and we come to a small low building standing entirely in the street. The door opens outward, and the interior exhibits the timbers of its construction. High desks around the sides of the room and slabs for seats. No shade tree, no yard, no outbuilding. Again, let us proceed to a neighboring town. Here is a school house, upon a side hill, a burying ground in the rear, and ten feet in front, a bank ten feet high, where the road has been dug away. Tradition says, a small girl was killed, some years since, by slipping down this bank. The chimney just appears above the roof, and the patched roof, windows and siding exhibit the ravages of time. The great stone chimney is seen upon entering the door, and the sunken hearth shows where, in ancient times, the huge fire blazed. Again the desks are surrounding the room, and slabs are the seats, without backs. The walls are blackened by the smoke of more than fifty winters, and pierced with innumerable nail holes. Here also there is no out building, and the street is their play ground. Let us again pass onward to a neighboring town. Upon a small triangle formed by the branching of two roads, stands a very small dilapidated school house. The whole building has settled down so much that it appears to rest directly upon the ground. The entry is very small, and the timbers of the roof are seen above. A rickety door separates us from the school room. Open this and enter. Two small windows admit light to the room; a third being so much broken as to be entirely closed by the shutter. The floor is so sunken, that a large opening is left between it and the side walls. The desks, high and rough, occupy two sides of the room; the benches in front, playing at sea-saw upon the uneven floor. Listen to the accomplished teacher, in answer to a few queries. "There can be no school in the winter in consequence of the coldness of the room. The roof leaks so badly we are obliged to dismiss school in rainy weather, and seek shelter elsewhere; and yet it is better than before it was patched. We sometimes have for companions mice and snakes, the opening between the floor and walls giving them a convenient entrance." Let this suffice. I have written no fancy sketch. It is what I have seen from day to day in my tour through the country. "My soul was pained at every days report," and often could I sit down and weep "tears of bitterness" that there was so much apathy in the cause of common school education. Often was I led to ask myself is this Connecticut, "far famed for her excellent schools, and her magnificent school fund." Many of these school houses stand near to splendid private dwellings, and with them form a painful contrast. It is literally saying to the children we will do all we can for your health, comfort and enjoyment at home, will make all things comfortable and pleasing. But in the school house, where you are to spend one fourth of your time, and one half of your waking hours, where you are to gain that knowledge, which is to prepare you to take our places in society, where you are to acquire that discipline of body and mind which will fit you to contend successfully with the difficulties of the world, and make you useful to your

country, it must be uncomfortable and unhealthy, nay, revolting, even, to human nature. There we obtained our education, there, also, our fathers and our fathers' fathers were educated before us. The buildings are the same, and no worse than the rude hand of fifty years time, and scores of destructive boys can make them.

SCHOOL BOOKS.

The text books in use in the schools of this county, are very various. Fifty different kinds of readers were found in actual use. Four different kinds of Mental Arithmetic; yet few of the schools use any text book on this subject. There were twelve different kinds of written Arithmetics; ten kinds of Geographies, and six kinds of Grammars. A great variety is also found in the same school. In one, there were fifteen different kinds of readers, some three or four different Arithmetics, about the same number of Geographies and other books in proportion. Nor is this an isolated case. Very few of the schools have a uniformity. The visitors of some few of the societies have recommended books for the use of the schools but there they rest, taking very little care that their recommendation is complied with; thus they leave the door open for any persevering agent to "push in books" by the "use of a strong hand," regardless of the quality of books introduced, or the confusion thus produced in the schools. Most certainly do I believe that the board of visitors should recommend books for the use of their schools, and then see that their recommendation is complied with by the teachers. There is no other way at the present time, to prevent a multiplicity of books in our schools. Certainly do I believe that this course pursued by the visitors, will be the cheapest for the parents and most profitable for pupils. Then a new kind of book would not be introduced every six months, or as often as some smooth tongued agent can prevail upon the teacher to take it upon the recommendation of Mr. A. or B. without hardly a glance at the merits of the work. As things now are, it is no wonder that agents should openly declare "that they would as soon undertake the agency for a poor work as a good one, as it only required a *strong arm to push it in*." To this source the multiplicity of books may be traced, and the pockets of the parents thus picked to enrich the successful agent and his employers. I mean to say nothing against a thorough and uniform change of books, after a careful and faithful examination, and when the change would prove for the better. But I do say that the scholars are better off with a poorer book, than to be constantly changing at the whim of the teacher, or the oily tongue of every agent. The multiplicity of books is so great in most of the schools as utterly to break up and prevent a proper classification of the pupils. Some few of the societies have taken particular pains to procure a thorough uniformity of books, and have endeavored to bring about a proper classification. Many of the children are unfurnished with books and slates necessary for their use, and are obliged to borrow or do nothing but play. We should quite as soon expect a thinking parent would send his son to hoe corn in the field, without a hoe, as to send him to school unfurnished with proper books. For statistics, see appendix.

TEACHERS.

The teachers may be divided into several classes. Some have entered upon the work of teaching, from a love of it, and devote themselves with all their energies to the work. With them teaching is a profession. They have endeavored to prepare themselves thoroughly for the business, and embrace every opportunity to gain information. They may be found, in ordinary circumstances, at the teachers' conventions and meetings of the teachers' association. They study well to illustrate the subjects that come under their consideration and endeavor to communicate ideas, so that the matter may be thoroughly understood. They are not limited to the text book, but draw information from various sources. They endeavor to awaken the mind of the pupil to think and reason for himself, and not rest upon the "ipse dixit" of book or teacher.

Another class of teachers have entered upon the work as a stepping stone to some other profession. Their object is to gain money and time to

study for their own benefit, without caring very much for their schools farther than to perform the duties of the school room during the lawful hours. They are, generally, well prepared in the subjects of study pursued in the schools, but save so much of their time and energy as is possible, for the pursuit of their favorite study. They do not study from day to day to bring out new forms of illustrations, and excite an interest in the school room. There is another class who have entered upon the work without sufficient preparation. Their heart is in the work, they desire to do well in their schools, and they labor hard, some, very hard, but without the requisite knowledge. There is much to hope from this class. They will take every opportunity to improve, and are thankful for any suggestions that may aid them in their undertaking.

Another class have entered upon the work, because they have nothing else to do. They have not considered the responsibilities of the teacher, nor learned his duties. Their object is to pass the time as easy as possible, get their money, and then leave the business. They go no farther than the text book will lead them. Memory is the only faculty of the mind brought into exercise, and if the words of the text can be recited, as they stand, the lessons are perfect. No attempts at illustration are made, no waking up questions are asked, no independent thought is elicited. An appeal to the words of the book is final. And when the six hours of school has expired, their labors are ended. Some few subdivisions of the above classes might be enumerated, but these I deem sufficient to include all teachers met with in the schools visited. The teachers are nearly equally divided among the above classes. There are fewer of the first and third than of the second and fourth classes.

The wages of the teachers are usually small. A young man with the same abilities and devotion to business will, usually, earn much more as a clerk or mechanic, than in the school room. Nor can we expect the best talent of our country will be employed in our schools so long as there is so great a contrast in the remuneration for time and strength, as at present exists. In the returns from seventy-three schools, as made by the board of visitors, nine employ male teachers at an average of \$13.33½ per month with board. Twelve employ male teachers at an average of a fraction less than \$21.96 per month without board. Thirty six have female teachers at an average of \$7.72½ per month with board, and sixteen at \$11.81 per month without board. The highest wages paid, in these 73 schools, for males with board is \$16.00, the lowest with board, is \$10.00. The highest for males without board is \$30.00 per month, the lowest \$12.00. The highest for females with board is \$12.00 per month, the lowest is \$3.33. Without board the highest is \$18.00, the lowest is \$5.50. This is not the average for the county as a full return has not been received from all of the societies. In one society not included above, I was informed by a visitor, that one of their schools was taught by a female at \$0.75 per week, she boarding herself. In another district 50 cents per week and board was paid. I am fully convinced that were there a full and faithful report obtained from each school of the county, the estimate would fall far below the above.

ATTENDANCE.

In thirty-nine of the schools visited, there were enrolled as members of the schools 2068 names. The average attendance was 1283, being considerable less than two thirds of the members of the schools. Judging from observation, I should think, that at least one half of the above two thirds were tardy in their attendance; many of them not reaching the school room until the exercises had been in progress one hour. Taking into consideration then, the want of books and the irregularity of attendance and want of punctuality, how can the scholars be properly classified, or if classified how can they maintain their proper position. Should the teacher be often absent or tardy, what a hue and cry would be raised, and most likely he would lose his place without space being left for reformation. But the scholars may absent themselves to the amount of one third and another third be tardy with perfect impunity. The duties of the teacher and scholar are correlative. They owe to each other and to the community relative

duties, which cannot be violated without great loss to themselves, to the school and to society. It is the duty of the teacher to be regular and punctual in his attendance at the school room, it is also the duty of each scholar to be so too. The proper classification of the scholars demands it. The proper regulation of the school demands it. The exercises of the school should not be interrupted by tardiness, nor the classes broken up by absence. At least one half of the benefit, which might be received from our common schools, is prevented by this system of carelessness, or indifference on the part of parents as it regards the regularity and punctuality of their children in the school room.

EXAMINATION OF TEACHERS AND OFFICIAL VISITING OF SCHOOLS.

A single remark will suffice upon this subject. It is acknowledged by the general assent of visitors, that while they mean to do their duty upon these subjects, it is more to answer the requisitions of the law than for any practical for good. Certificates are often given to teachers they deem unqualified, at the urgent request of the committee of some district, which is too poor to pay a teacher who may be able to sustain the examination. The visitations are often formal, occupying a less time than half an hour.

I cannot refrain from here mentioning an incident which occurred sometime since, in a meeting of the teachers' association of this county. For the purpose of ascertaining the interest that parents felt in the welfare of the schools the question was passed from teacher to teacher. "How many times has your school been visited during the past (winter) term, besides official visits?" Many answered "not once in the term." One answered that his school had been visited once and *only once*. He "was busily engaged in the duties of the school, when the door was suddenly partially opened and a head introduced, and a rough voice spoke, John where is the axe." John answered him and the head disappeared? And this in one of the most flourishing villages of the county. Where we are interested, we endeavor once in a while to spend a leisure hour. But should we judge of the interest felt towards our schools, from the visitation of parents, at what opinion could we arrive, but that they were of no value. An irregular meeting of the teachers' association was called at Danbury, on the 27th of July. About a dozen teachers from the immediate neighborhood were present, and a pleasant profitable day was spent in exercises and conversation relative to the duties of the teacher, and illustrations for the school room.

A common school celebration, took place in New Canaan. Several schools of the society were gathered in the town hall, and the scholars of the schools were exercised, to some extent, in the studies they had pursued. The exercises were enlivened by the singing of several pieces of music by the children. The room was crowded and many of the parents and spectators stood looking in at the windows. After the exercises in the town house were closed a procession was formed and proceeded to a grove at a short distance, where a table was set, loaded with refreshments provided by the parents. After the refreshments a short address was given. It was a pleasant sight to see several hundred children, engaged in the pursuit of knowledge, relax from their labors, exhibit to their parents and friends, some of the results of their studies, and then gathered around one common table. And it was a still more pleasant sight to see parents and friends exhibit so much interest for the welfare of their children. This was a proud day for New Canaan. Old gray headed men were there and expressed their joy at the sight, which they had never before seen, or even conceived. I trust that day's exercise will do much good. New Canaan exhibits an anomaly in this part of the state. In the centre district they have commenced grading their school. Three teachers are employed; two males and one female, and so far as they are able, in present circumstances, the pupils attend the department best suited to their capacity.

At the time of the convention of teachers, held in Norwalk, in Nov. 1847. the teachers after mutual deliberation and consultation determined to form an association for their own mutual assistance in the preparation for the duties of the school room. The object of this association was to raise the standard of common school education; 1st. by more thorough preparation

of teachers for their work; 2d. to arouse the attention of parents and friends to the subject of common schools, by means of public meetings and addresses; 3d. to gather statistics respecting the condition and wants of the schools. Since the formation of this association, semi-annual meetings have been held in various places, and some irregular meetings have been called. It members have attended to discussions during the day on various topics relating to their duties, with public meetings and addresses in the evenings. This association in connection with the county conventions has wrought a change, to a considerable extent, in the classification and methods of teaching in our schools. Many of the children have felt and acknowledged its influence. Yet it has had its opposers. It has been called a trade union, designed to extort greater wages for the teachers; and the committees of some schools have declared that they would not employ one of its members, or even *one who* attended the conventions of teachers. These objections have been kindly met, and the true objects of these efforts explained. Its members have been treated with uniform kindness and courtesy in the places where the meetings have been held, and the desire expressed the meetings might be repeated. I would like to give a more full account of this association, and its operations, but have failed to receive the necessary documents from the Secretary.

Thus I have endeavored, briefly, to give an account of the condition of the schools of this county, from records made at the time of actual visitation of over eighty schools, and from imperfect statistics prepared by the teachers and visitors from several of the societies. There is a great degree of apathy towards our schools existing in community at large; but, I believe, a healthy action is being aroused. People are beginning to enquire about their schools as they exist, and what they should be. Yet there is no time for relaxation of effort, but rather to increase exertions for arousing the public mind to action on this subject. Addresses must be given, appeals must be made, the condition of the schools, as they are, and as they might be, must be pointed out; the example of other people must be held up to their view; and I believe the time will speedily come when our common schools will be the best schools of the state; and Connecticut will ere long, again take her station as the foremost in the cause of popular education.

Yours respectfully,

STORRS HALL.

REPORT

OF

LECTURES AND SCHOOL VISITATION BY D. N. CAMP.

To the Superintendent of Common Schools.

In accordance with your request, I have visited as many places in the State, as seemed consistent with my duties in the Normal School.

The object of these visits has been to awaken an interest on the subject of Common School Education, and aid as far as possible in the improvement of common schools.

The plan pursued has been,

1st, To deliver public addresses in different parts of the State.

2d, To meet teachers in Town and County Associations and confer with them on the best plans of organizing and conducting schools.

3d, To visit the schools when in actual session, and witness the practical operations of different methods of teaching.

4th, To collect statistics as far as possible as to the amount of money raised for school purposes, the examination of teachers, visiting schools &c.

Besides the lectures delivered in connection with the institutes held in the fall, I have addressed public audiences in three of the counties.

I have visited schools or conferred with teachers in associations or otherwise, at some points in each county in the State, except Litchfield and New London.

As there was no particular direction given as to where I was to lecture, or in what order I was to visit different sections, my visits have been confined almost entirely to those places from which direct invitations had been received.

The meetings for public addresses have usually been well attended. A deeper and more healthful interest was manifest than I had expected.

A cordial welcome was generally received from teachers, and they were found willing to co-operate in introducing measures for the improvement of their schools.

Common Schools presented the same characteristics to some extent, that have so often been given to them in public reports.

Some excellent schools have been visited, where the arrangements and plans all seemed to harmonize, and every thing appeared to promise success.

A difficulty was found in obtaining statistics from a want of accurate records and sufficient data from which any just comparisons could be made.

The results of observations and inquiries on every topic relating to Common Schools, indicate a growing interest and increasing attention, that promises well for the future.

Improvements have been made in school houses; yards have been secured in many places; out houses are provided, and the general arrangements are far more suitable for school purposes than formerly. Yet these evidences of progress are very scarce in some parts of the State.

But they will generally be followed by farther improvements. The erection of an elegant school house in a society or town, will frequently be followed by changes in half the other districts. The old houses either give way to new ones, or they are materially altered and improved. The best school houses I saw out of our cities, I think were in Rockville, Waterbury and West Meriden. The first two have been built within the past year;

the other was opened for a district school but a few weeks since. These all stand near the center of thriving manufacturing villages, and in each of them is found a system of graded schools in successful operation. Several instances of good school houses, have been met with in smaller districts. One in New Haven County, that has been built during the past year from a plan found in the work on school architecture, combines taste and convenience and is admirably arranged for the purposes of a school. It is situated in a district noted for the elegance of its private dwellings, and yet the school house is second to no other building in its exterior appearance. Its internal arrangements correspond, and it is well provided with maps, globes and other apparatus purchased by the building committee. There have been, however, some school houses recently built in the counties visited, that are faulty in arrangement, owing either to the ignorance of the architect or committee. The more common errors noticed have been the improper location and arrangement of rooms, so as to afford proper light, without injury to the eye; the bad arrangements for ventilation; and seats placed too high and too far from the desks. There is much need of information in the community, and among teachers on these subjects, and especially on that of ventilation. The circulation of the work on school architecture would probably prevent mistakes in the future, and to some extent remedy the errors of the past.

In the old school houses the same defects remain as were seen ten years ago. We might describe these buildings as dilapidated relics of the past; clumsily and cheaply built at first, and receiving only just so much attention and amount of repairs as will make them passable. There is still a great want of out houses, scrapers, mats, wash basins &c. though most of the new houses are furnished to some extent with these indispensable requisites for neatness and healthful morality.

Teachers are better qualified than those who were found in the schools ten years ago, so far as an acquaintance with the branches required by the statute constitutes qualifications. But persons are employed in some districts when so young that whatever may be the amount of knowledge they possess, there is not sufficient maturity of mind, and correctness of judgment, to fit them to conduct a school wisely. They might be valuable as assistants in certain branches; but in controlling, planning and arranging for a school, where the responsibility rests chiefly on them, they make entire failures.

There is especial danger at the present time in regard to this fact from the influence of other departments of life. As our schools are improved, pupils are advanced to the higher classes much younger than formerly; but instead of continuing their studies for the purposes of mental discipline or extending their researches into the fields of science, they are taken from the school room to the shop or counting room. And so with teachers, the boy or girl who can pass an examination in the studies required by law becomes a candidate for the teacher's chair. And without ever having visited a Normal School, attended a Teachers' Institute or even been to any school out of the district, persons from fourteen to sixteen are ushered into the teacher's duties, cares and trials, without experience, tact or judgment, such as would be deemed necessary in conducting business in any other situation. The only plea urged in extenuation of this practice, is that such teachers can be hired cheap, and the public money will pay for no other.

An acquaintance with mental philosophy and a general knowledge of the world, its progressive developments, and of the habits and usages of society; are much needed by the younger class of teachers. The laws of mind, and its mode of development are very imperfectly understood. They know not how, and when, and why, to present different studies to the mind so as best to aid in its true culture. There is however a spirit of inquiry among teachers that indicates progress. As a class they feel that their qualifications fall far below the true standard. I have often met with the exclamation, "I know I am not fitted for this position and I intend to prepare myself better or leave the employment."

There are many good teachers in different parts of the State, who have methods worthy of adoption, but these instances are too often isolated;

there may be an influence exerted in the immediate neighborhood, but within five or ten miles will be found teachers and committees, who have never heard or even thought of the improvements near them. Town and County Associations when properly organized and rightly conducted will accomplish much in bringing the views and plans of individuals more directly before the body of teachers, comparisons will be made which will result favorably. Teachers' Institutes will tend to the improvement of those who labor in our schools by disseminating information on various subjects connected with their duties. But nothing except months and perhaps years of close and earnest study and training, with practice in teaching, can make true and successful teachers of some who claim that name. The establishment of a county board of examiners, or some system of examinations that would remove the local influences now felt, would probably operate favorably.

There is an increased demand for teachers with higher qualifications, while the poorer class of teachers seems more abundant than the demand, even at low wages.

In a few instances I found an opposition from parents, unpleasant to the teacher and prejudicial to the school. But in every case this opposition was found to proceed from the most ignorant; those who were least able to educate or govern their children at home, and not satisfied with bringing up their own families in ignorance and vice, would also exert their pestiferous influence on the school.

Before concluding this report I will make a few extracts from minutes made in different parts of the State that will illustrate remarks already made.

Aug. In New Haven County, 1st school house nearly new; pleasantly situated with fine exterior appearance, seats and desks to high and too far from each other. School appeared well. 2d, In the same society. School house good, in a fine yard, well arranged for the convenience of teacher and pupils. School well taught by a teacher from Massachusetts, who seemed to know how to work in a school room.

Oct. 5, School House very small—was once a shoemakers shop—school badly taught.

Nov. 4th, In Hartford County. School house old, unpainted, unventilated; plaster off about one third of one side of the room; no apparatus, scholars allowed to recite when they chose.

5, In the same society—house unpainted, low and small; no arrangements for ventilation; close box stove; room crowded; no scrapers, mats, wash basin, towel, pail or cup.

The extracts if continued, would give nearly the same account of schools in other counties.

The largest proportion of teachers who are permanently employed, is in New Haven County, and the schools taught under these arrangements were among the best found as far as my observation extended.

In closing this report I would only say that wherever I have been, kindness and courtesy have ever been extended to me; and I have met with more earnest co-operation, and true zeal than I had expected to find.

The attention of the public mind is becoming awakened in a manner that is encouraging to every laborer in the cause.

I would gladly express my warmest thanks to teachers, committees, clergymen and friends of education generally for the valuable aid rendered wherever I went.

D. N. CAMP.

NEW BRITAIN, May 20th, 1851.

PRACTICAL ILLUSTRATIONS

OF THE

PRINCIPLES OF SCHOOL ARCHITECTURE.

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FIFTH

ANNUAL REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS

OF

CONNECTICUT,

TO THE

GENERAL ASSEMBLY, MAY SESSION, 1850.

BY ORDER OF THE ASSEMBLY.

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REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS,

FOR 1850.

To the General Assembly of the State of Connecticut.

By an act of the General Assembly, passed May Session, 1849, the duties of the office of Superintendent of Common Schools were transferred from the Commissioner of the School Fund, to the Principal of the State Normal School. (Appendix A.) Having accepted the appointment of the office last named, on the 6th of September, I have exercised a general supervision over the common schools of the state and performed such specific duties in relation to them, as are provided for by law, so far as was consistent with another class of duties, relating to the location and organization of the Normal School. The following document being the Fifth Annual Report from this department, since its organization in 1846, will exhibit the condition of the common schools, so far as I have been able to ascertain the same, and contain such plans and suggestions for the improvement and better organization of the system, as I am now prepared to present.

TEACHER'S INSTITUTES.

My first duty as Superintendent, was to hold at one convenient place in each county of the State, an Institute or Convention of Teachers, for the purpose of instructing in the best

modes of governing and teaching our common schools. The time and place for each Institute, and in some instances, the person to assist, had already been appointed by my predecessor, and the course of instruction was substantially the same as had been pursued in similar conventions held in this state since 1847. As two Institutes were appointed in the same week for different counties, I was able to be present at only six out of the whole number. The services of experienced and successful teachers and lecturers were secured for each, at an expense much beyond the sum appropriated by the state for this purpose. The whole number of teachers in attendance was seven hundred and fifty, most of whom were already engaged for the winter schools. An account of the course of instruction, the topics of discussion and lectures, together with the resolutions adopted by the members, will be found in the Appendix [B.] For the cordial manner in which my services were received by the teachers and for the earnest pledge of their coöperation in the discharge of my duties in this office and in connection with the Normal School, as expressed in their resolutions, I take this occasion to make my grateful and respectful acknowledgments. It is due to the friends of education in the several places where the Institutes were held, to mention that the members and officers of the Institutes were entertained, during the whole time without expense; and that the evening sessions were attended by large and apparently deeply interested audiences of parents and citizens. It is matter of special satisfaction to me, to find that this agency for improving the qualifications of teachers and disseminating throughout the community more correct views as to what constitutes a good teacher and the conditions of success in a common school, has more than realized, in this and other States, the promises which were made in its behalf after the first experiment of the kind was instituted in Hartford, in the autumn of 1839, with a class of twenty-six teachers. With several members of that first Teacher's Institute or Normal Class, I had the pleasure, at the Institute last autumn, of renewing a personal acquaintance, and reassuring our faith in the further advancement of the cause,

by a review of the progress which has been made in this and in other states, within the last ten or twelve years. Slow as may seem the progress from year to year, yet when measured by the interval of ten or twelve years, the advance made in public opinion, and, in many places, in public action, is more than sufficient to encourage the heart of any laborer in any department of the educational field.

To be permanently and extensively useful, the manner of conducting Institutes from time to time must be changed, so as to secure the continued attendance of the older as well as the younger teachers. The object and legitimate scope of these meetings must be, not to become a substitute for the patient, thorough and protracted study, which the mastery of any branch of knowledge requires,—nor yet for the practical drilling which a well conducted Normal School alone can give,—but to refresh the recollection of principles already acquired, by rapid reviews and by new and safe methods of presenting the same,—to communicate hints and suggestions in aid of self-improvement, from wise and experienced instructors,—to solve the difficulties and doubts of the inexperienced,—and to enkindle through the sympathies of numbers, engaged in the same pursuits, the aspirations of a true professional feeling. That the Institute may accomplish these objects, teachers must be in attendance at the opening of the session and enter at once with spirit on the course of instruction, with a desire to please and to be pleased, to learn and to instruct,—they must take each other by the hand and throw over each exercise and session, the glow of an awakened and enkindling enthusiasm.

TEACHER'S ASSOCIATIONS.

Through the efforts of Rev. M. Richardson of Plymouth, Mr. Storrs Hall of Westport, of Mr. N. D. Camp of Meriden, Rev. E. B. Huntington of Quinebaug, an Association of the Teachers of the State, as well as Associations in several of the counties, have been established for the purpose of mutual improvement and the advancement of the common profession. In several towns the teachers of the several district schools

have held regular meetings once in two or four weeks, for the purpose of listening to practical lectures and discussions, or holding familiar conversation together on topics connected with their schools. I have had the pleasure of participating in the exercises of twelve meetings of these Town and County Associations—and would gladly have accepted invitations to be present at more, if it had been consistent with my other engagements. Occasions were thus offered for bringing the subject of school improvement before both parents and teachers, and of showing the intimate connection between the home and the school, the parents and the teacher, in the great work of the complete and thorough education of all the children of the community. These associations, if organized so as to secure the confidence and coöperation of the community, as well as of the teachers, are among the most important instrumentalities for improving the condition of education and imparting new life and efficiency to our school system. The young and inexperienced teacher will obtain the matured views of the best teachers and educators on the great topics of education as brought out in public lectures, discussions and conversations. The attainment of solitary reading will thus be quickened by the action of living mind. The acquisition of one will be tested by the experience and criticism of others. Old and defective methods will be held up, exposed and corrected, while valuable hints will be improved and followed out into practice. The tendency to a dogmatical tone and spirit, to one sided and narrow views, to a dull monotony of character, which every good teacher seeks to avoid, and to which all professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of oral and written expression in order to meet the demands of these meetings—all these things will attach teachers to each other, will elevate their individual character and attainments, and the social and pecuniary estimate in which the profession is held by the community.

These educational associations deserve the encouragement of the Legislature. A small pecuniary grant to them, on the condition that a similar sum shall be raised by the teachers, as is the case with the appropriation to our county agricultural societies, to meet the necessary expense of holding at least two meetings in each year, of at least two days each, for the express purpose of promoting the interests of common schools, will be returned a thousand fold in the increased zeal and usefulness of teachers, and the consequent advancement of their pupils. The improvement of the hearts and minds, the souls and bodies of all the children of the State, of the means, and implements and methods of school instruction and discipline, should be an object not less dear to the people and the Legislature, than the great interest of agriculture. An account of the organization and meetings of several of these associations, will be found in the Appendix. [C.]

GENERAL SUPERVISION.

In the exercise of "a general supervision of the Common Schools of the State," as enjoined in the Act of 1849, [Appendix A] I have been called upon to perform an amount of labor, so varying in kind and so minute in detail, as scarcely to admit of classification or enumeration. Applications for advice or assistance in matters relating to the creation and alteration of school districts,—the manner of holding district meetings and the proceedings thereof,—the building and repairs of school-houses, including the best modes of ventilating, warming and seating the same,—the finding of good teachers for districts which had neglected or failed to obtain such, and good places for teachers who were out of employment,—the reorganization of the schools in cities and large villages,—the making of regulations respecting the management, studies, books, classification and discipline of the schools in the society,—the quieting of local difficulties and misunderstandings which were growing up in districts, out of the location or building of the school houses, or the employment or continuation in school of an unsuitable teacher,—the contemplated misapplication of public money to purposes not authorized in the law,—and in fine, applications written and personal for

advice in these and other matters, relating to the wide circle of powers and duties appertaining to school societies and districts, to school officers and teachers, have imposed on me the writing, on an average, of at least five letters each day, and as many personal interviews with individuals charged with some responsibility under our school system. Many of these things did not come directly within the scope of my duties, but as they concerned the uniform and efficient administration of the system, or the proper classification, instruction and discipline of the schools, I not only did not feel at liberty to refuse the applications, but on the other hand, felt it a privilege to coöperate in these and in all other ways and efforts to increase the utility and efficiency of our public schools.

The labor performed in this department of my duties as superintendent, could in the end be very much abridged, and at the same time be made more widely and permanently useful, if sufficient time could be taken to prepare an elaborate exposition of my views on the leading questions which are constantly arising in the organization, administration, instruction and discipline of public or common schools, to be published and circulated in the manner hereafter described.

In deciding the applications for relief for forfeiture of the school money by districts or societies, for non-compliance with the requirements of the law, and in giving opinions in cases of doubt and difficulty as to the true construction of any of its provisions, I have acted in every instance, so far as I am advised, on principles which my predecessor had sanctioned in similar cases, thereby aiding to give at once efficiency and uniformity to the administration of our school system in different sections of the State. That the General Assembly may be advised of the construction given by the Superintendent on some points which involve the application of the school fund dividend, and the power of taxation for school purposes, a summary of several of these opinions are here given, in the hope that if erroneous, the Legislature will give a more express declaration of the true intent of the law in these particulars.

1. The public money received by a School District must be faithfully applied and expended in paying for the *services* of a teacher duly qualified, and for no other purpose whatever.

2. The board of a teacher cannot be directly or indirectly paid for by a school society or district, out of "money drawn from the public treasury appropriated to schooling."

The following is the opinion of Mr. Beers on the above points, as contained in his letter to the Committee of the Farmington School Society, dated October 8th, 1846, and communicated to the General Assembly in his Report as Superintendent, in 1847.

"The 14th section of the 'Act for the regulation of School Societies and for support of schools,' as in force from 1826 to 1841, provided that no school moneys should be paid from the State Treasury, until the committee of the school society should certify in writing that the moneys drawn from the treasury in the year ending the 30th of September, had been 'applied and expended in paying and boarding instructors.'"

"When the school laws were revised by the Legislature in 1841, the form of this certificate was altered, by requiring, in the 31st section of the new act, that the society committee should state that the moneys drawn from the treasury in the year previous, had been applied and expended in paying the 'wages' only of the teachers, and for no other purpose whatever. And in the 32d section of the same act, expressly providing that 'no district shall be entitled to any of the public money until the district committee shall certify that the public money received by the district for the year previous has been faithfully applied and expended in paying the wages of the teachers, and for no other purpose whatever.' As the word 'boarding' was thus omitted in both sections of the act of 1841, I am of opinion that the Legislature intended that board should no longer be a charge upon the moneys received from the school fund, but that those moneys should thereafter be confined in their expenditure to the payment of teachers for their *services* only.

"As this revision of the school laws underwent a careful and deliberate examination, by a large and judicious committee, and the bill by them reported, received a full decision in the House of Representatives particularly, I cannot believe that the word 'boarding' was omitted in the new act by mistake, but under a full understanding that teachers' *services* alone should be paid for out of the moneys derived from the fund; and that board, as well as fuel, &c., should in future be paid from other means, to be provided by the district.

"If this opinion is correct, any indirect mode, by connecting board and wages in the contract with the teacher, cannot authorize a district committee to tax the public moneys with the payment of board in any form. And whether the teacher is 'boarded round,' or by himself, or by any other individual, cannot make any difference.

"As, however, in many districts, the practice under the former law has been continued, without noticing the alteration in 1841, there may be an unwillingness to change it, until the Legislature at its next session has an opportunity to make a more express declaration on this point, if deemed necessary."

The attention of the General Assembly, as well as that of the Joint Standing Committees on Education, and of the School Fund, at the May session, 1847, was specially invited by the Superintendent to the above construction, as affecting ma-

* NOTE. The alteration here referred to was first made in the "Act concerning Schools," passed at the May session of the General Assembly in 1839, after a full explanation in the House of Representatives, and with hardly a dissenting voice in either branch of the Legislature.

terially the application of the school fund dividends, and touching a point, upon which there had been considerable diversity of opinion as well as of practice.

In conformity to this opinion of the Superintendent, and to render the language still more explicit, in the revision of the statutes in 1849, the word "wages," in the sections where it occurred, was changed to "services."

With this history of the provision of the school law touching the application of the school fund dividend, and with the action of my predecessor in this department and of the Comptroller in all cases which came to their knowledge, as my guide, I have held that in their contracts with teachers, districts must make such distinction between services and board, that the latter must be paid for by the district, out of other means than those derived from the school fund.

3. No person can legally enter any common school, in any school society or district, in the capacity of teacher, either as principal or assistant, without having been examined before the Board of Visitors, or by a committee by them appointed, and found qualified to teach reading, writing, arithmetic and grammar thoroughly, and the rudiments of geography and history.

4. The payment of any public money appropriated by law to schools, towards the wages of any person as a teacher, who cannot produce a certificate of examination and approbation, signed by a majority of the board of visitors, or by all of the committee by them appointed, and dated previous to the opening the school, is contrary to law,—and the money thus applied is forfeited to the state.

5. The certificate of a teacher, who shall not be found on trial qualified in respect to moral character, attainments and ability to govern and instruct children, and who will not conform to the regulations of the visitors as to books, studies and classification of the schools of the society, can be annulled by said visitors and the wages of the teacher will cease from the date of this annulment; and any public money paid to such person after his certificate is annulled, is forfeited to the State, and the committee of the district who shall fraudulently make

such a return to the committee of the society, as to draw public money from the treasury of the State, on the ground that the money previously received had been properly applied, forfeits sixty dollars to the State, to be recovered by action of debt to be instituted by the Comptroller.

6. It is the duty of the district committee to provide a suitable school-room in which the school may be kept, in the absence of such provision by the district. His power is not derived from the district, but from the law (Section 44) and this duty is express and imperative.

7. The neglect or refusal of a school district and of the committee of the district in any year, to provide a suitable school-room and to supply the same with fuel, furniture and appendages, is not keeping the common school in such district, according to law; and the committee of the society to which such district belongs, having knowledge of such neglect or refusal, will not only be authorized, but it is their duty to state such fact in their certificate to the Comptroller for the year following,—as is provided in Section 58,—for the purpose of having the dividends of the school fund, which would otherwise accrue to the benefit of such district, withheld.

8. It is the duty of the visitors, or of the person or committee acting in their behalf, in their visits to the several schools of the society, to examine among other matters, "everything touching the school house" of each district (Section 22) and if the same should not be found "suitable," as not being compatible with the manners, morals, health and safety of the pupils, to report the fact to the district committee, to the committee of the society and to the society, in their annual report.

The above opinions (6, 7, 8) have been given in answer to numerous letters, of which the following are specimens.

"The school house in our district is utterly unfit to be occupied as a school. It is small, old and dilapidated—with one opening under the door large enough for a cat to pass through—and with desks attached to four sides of the room, except the portion of one side occupied by the door. Both the seats and desks are hacked and so high as to be uncomfortable and every way unsuitable, for even the tallest pupils in the school, and the girls are constantly subjected to the greatest impropriety of movements in getting in and out of their seats; and to crown the whole, there is not and never has been the semblance of one of those "appurtenances," which in your School Architecture you say "a civilized people never forget"—and which necessity, modesty and decency require. Is there no remedy? The condition of the school house

drives the children of every family who care for the health and manners of their offspring from the district school; and you may preach forever on the importance of patronizing the common school, when such school edifices are tolerated. I feel as though I was robbed of my school money by such a state of things. I do not ask for an expensive house or extravagant furniture, but I do ask, in the language of the law, for a "suitable school-room" and for such arrangements within and without as will not subject my daughters to such indecencies, as I know are now practised in connection with our district schools."

"Five out of the seven school houses in this Society, are not provided with a privy of any sort, and the remainder are but little better off; not one of the school-rooms has any means of ventilation, except by raising a window or opening a door; in a majority the desks are attached to the wall, and in front of the desks are long, high slab seats, which are every way objectionable, especially to female pupils. In fine, we have just such school houses, as Col. Young, in his Report as Superintendent of Common Schools, to the Legislature of New York, denounces in the following energetic language, as leading to an estrangement of parents from the district school. 'Is it strange under such circumstances, that an early and invincible repugnance to the acquisition of knowledge is imbibed by the youthful mind; that the school house is regarded with unconcealed aversion and disgust, or that parents who have any desire to preserve the health and morals of their children, exclude them from the district school and provide instruction elsewhere?' This is as true in Connecticut as in New York, and although I regard your doctrine that 'the common school should be good enough for the best and cheap enough for the poorest,' as the sound, republican, christian doctrine, I tell you it is hard to realize it in such a district as the one in which I live; where parents will tolerate such a nuisance as our old school house now is, and when they will allow their young children and especially their daughters to be turned out like young cattle, or else impair their health, by being debarred the privileges of yielding to the ordinary calls of nature. Cannot the public money be withheld from such districts? This alone will bring a portion of the inhabitants to sober reflection.

9. A teacher who opens a common school without having obtained a certificate of examination and approbation, duly dated and signed, forfeits all claims to wages; and all payments of public moneys for any period of service not covered by the proper certificate, are made without authority of law, and this legal defect cannot be cured by dating the certificate before the true day of examination and approbation.

10. In cases where the board of visitors grant certificates, the examination must be made by a majority of the board, and it is not sufficient that one member of the board examine, without the presence of others, even if all the members afterward sign the certificate.

11. No person can legally sign a certificate of examination and approbation, without having participated personally both in the act of examination and approbation.

12. Where the committee appointed by the board of visitors to examine and approve teachers, consists of two persons, the

examination must be made, and the certificate must be signed by both persons.

13. A certificate should set forth the branches the candidate is found capable of teaching. The practice of allowing a teacher to commence his school on trial, without a full certificate of approbation, has no warrant in law. The approbation must be full, so far as the law specifies, or the certificate is fatally defective.

14. Every school society is authorized to provide for the useful education of all the children within their respective limits, either by establishing and maintaining a sufficient number of common schools of different grades, at convenient locations for each grade of school; and to do this, they are empowered to abolish school district lines, and do away with their agency.

15. Every school society, even when its territory is laid off into districts, can establish one or more common schools of a higher, or different grade from the district schools, the privileges of which school shall be common to all the children of the society, under such regulations as to age, admission, studies, &c. as the society may adopt.

16. Every school district has power to lay a tax upon the real estate situated therein, and upon the polls and other rateable estate, except real estate situate without the limits of such district, of all persons who are residents therein at the time of laying such tax, for the payment of teacher's wages, the site, building, repairs and furniture of school-houses, the purchase of maps and apparatus for the use of the schools, and the establishment of a district school library.

17. Every school district has power to employ any number of teachers which the useful education of all the children of the district may make necessary, and to place their children in schools of different grades, according to their age and attainments.

18. There is no limit in the school law other than such as a majority of a school district or the school society may fix, as to age, before which the right of attending the common school does not attach, or above which it ceases.

STATE NORMAL SCHOOL.

After the lapse of a quarter of a century since the attention of the people of Connecticut was first called to the importance of providing for the special preparation of teachers of common schools for their arduous and responsible labors, the Legislature in 1849 appropriated the sum of ten thousand dollars, paid by the State Bank, and of one thousand dollars paid by the Deep River Bank, as a bonus for their respective charters, to meet the annual expenses of a State Normal School, or Teacher's Seminary, for a period of four years. Apart from my official connection with the institution, I felt it to be my duty as Superintendent of Common Schools, to do every thing in my power, not only to make its objects known, but to facilitate its early organization and opening, as the most important agency which could be employed by the state to increase the usefulness of the common schools, both as to the quality and amount of education given. So anxious were the trustees and officers of the institution to make a beginning of their enterprise, that without waiting for the complete outfit of buildings, apparatus and library, which the people of New Britain had pledged themselves to furnish on the location of the Normal School in that village, the school was opened on the 15th of the present month, (May) under as favorable auspices, as to pupils and opportunities for imparting practical knowledge, as any of the seven Normal Schools which are now in successful operation on this continent. At the close of the first week, there were thirty-five Normal pupils in attendance, under the immediate instruction of Rev. T. D. P. Stone, the Associate Principal of the School, and upwards of three hundred pupils from the village in four Schools of Practice, under the charge of Mr. Stone, assisted by Prof. Guion, three female teachers and pupils of the Normal School. The four Schools of Practice are supported by the Central District of the New Britain School Society.

In the absence of any published rules of the Board of Trustees, regulating permanently the number of sessions in the year, and the length of each session, the subject and course of instruction, the period of attendance or degree of proficiency to entitle a pupil to the diploma of the institution—I will venture to set

forth the general plans and aims of the officers who have been entrusted with the immediate care of the institution, for the purpose of making known its objects, and showing its probable influence on our common schools.

1. The officers of the Normal School believe that they could best promote the permanent improvement of the common schools of the state, by truly educating, and thoroughly training a few efficient teachers of the right stamp of character, physical, intellectual, esthetical and moral, and then securing their permanent employment at fair remunerating wages, at central points in different sections of the state, as Normal teachers in model school-houses; or, by being allowed to select every year out of such candidates as may be presented by the visitors for the several school societies, a small number of pupils who possess the health, gentleness of manners, fondness for children, purity of character, singleness of purpose and tact, that indicate a natural fitness for teaching, and then, retain them long enough to superadd such appropriate knowledge of the studies to be taught, and practical skill in arranging the classes and conducting the instruction and discipline of an elementary school, under the ordinary conditions of an agricultural district. But as either of these courses are impracticable under present circumstances, they will aim to benefit in such measure as they can, as many pupils as may apply for admission, to coöperate every year in such ways as shall be open to them, with as many teachers of the state as they can meet for professional improvement, whether the same shall be pupils of the school or not,—to act by personal visits to the schools, and by public addresses, on as many societies and districts as their engagements at the Normal school will admit, and to prepare the public mind of the state generally, by precept and example, by voice and pen, as far and fast as they can, for more thorough and progressive steps of improvement in every department of the educational field.

2. The benefit of the Normal School to any pupil will be measured by the preparation each may bring in character, attainments and aptitude for the business, and the time and industry which may be devoted to the work. The officers of the school cannot encourage for a moment, the idea that a person

who does not understand a subject thoroughly, can ever teach that subject well, or that a residence of a few weeks or months in the Institution, however diligently and wisely employed, will be sufficient to gain a knowledge of the human mind, and of a child's mind in particular,—of the studies which it is desirable to have well taught in our common schools, and of the best methods of teaching the same,—of the motives which are to be appealed to to secure habits of study, order and obedience,—and of all the technical and practical details of school keeping. They believe, however, that a person of quick observation, of some natural aptitude for the business and a clear intellect of the average power and cultivation, can, with ordinary diligence and devotion, obtain much additional information, and some practical experience, correct many old errors and appropriate many valuable hints, and above all catch the true professional spirit, by even one term's residence at the school. A single visit to a good school,—an hour's conversation with a good teacher,—the reading of a single chapter in Emerson's "School Master," or Page's "Theory and Practice of Teaching," may be not only a help, but the starting point of a new life to the young teacher. The officers of the Normal School will, therefore, welcome any teacher or candidate for teaching, to the institution under their charge, for a visit of an hour or a residence of years.

3. By means of the regular classes in the Normal School and in the Schools of Practice, an opportunity will be offered to every member of the school to review thoroughly any one or all of the elementary studies required to be taught in the common schools of the state, and to extend his attainments in any of these studies, and such kindred branches as will facilitate his success as a teacher in any grade of common schools.

The reviews and recitations will be so conducted, as to methods and practical illustrations, as to make the studies far more interesting and profitable than they now are, whether regarded in the way of information, or as means of intellectual discipline, preparatory to those labors and duties of life which are most important and universal. A knowledge of the elements and structure of the English language, is justly deemed of paramount importance, and it is proposed so to teach it, as to give to every child who shall attend a common school with ordinary

regularity and diligence, not only the ability to spell and read with accuracy and facility, but to converse and compose in it with a good degree of readiness and power, and at the same time acquire an earnest and discriminating taste for the choicest productions of American and English literature. Penmanship is now taught in every district school, and it is proposed to connect the exercises in this branch not only with constant practice in English composition, with book-keeping and other forms of business, but also with the art of drawing, thus educating to a higher degree than mere writing can do, both the eye and the hand, rendering the one observant, and the other exact, and at the same time, training several important faculties of the mind, and imparting a power which can be turned to many useful purposes in every department of practical life.

In addition to the studies now generally taught in our schools, it is proposed to give some practical instruction in vocal music and physiology; and to those, whose previous training, or whose residence at the institution will be long enough to allow of this extension of the course without abridging the time and attention which are due to the elementary studies, a general view of the principles of agricultural chemistry and of domestic economy, will be presented.

4. Subjects will be taught in the Normal School rather than text books; and the manner in which the same subject is treated by several of the best authors, will be compared and discussed in order that the graduates may be prepared to decide on the comparative merits of school books, whenever a change of text books is desirable in a school, and at the same time be able to teach the subjects properly, even if pupils of the same class should study the subject in different books.

5. The elementary studies will be thoroughly reviewed with constant practice on the blackboard, and by the aid of such maps, and cheap and simple apparatus as are now furnished in our best class of common schools, and are indispensable in all schools, not only that these studies may be more vividly apprehended, but that the teachers may be prepared to use means of practical and visible illustration whenever the same shall be furnished. For the want of knowledge of many useful applications of the blackboard in all of the elementary studies, even

the blackboard is but little used at the present time by the teachers of our district schools.

6. In addition to familiar and practical suggestions on particular points in the organization, instruction and discipline of schools as occasion may call for the same in the daily routine of the institution, lectures will be given on the history of education and schools,—on the object and principles of public instruction in general, and of our own system in particular—on the art of teaching and its methods, and the application of these methods to each particular study,—on the theory of discipline and its practice,—on the peculiarities of a district school, as well as of other grades of schools,—on the general principles of school architecture—on the legal position and relations of a teacher in our system of common schools—and a variety of other topics which need not be enumerated in this place. [Appendix—*Topics for Discussion.*]

These topics will be examined by the pupils in the light of their own previous experience and observation,—will be tested by contrast and comparison with the matter and manner of instruction and discipline in the institution, and its associated schools of practice,—will be further investigated in the books on the history of education and schools, and the theory and practice of teaching in the library, and will be made the themes of oral discussion and written essays which will constitute a part of the regular routine of the Normal School.

7. The various principles which come under the general department of the theory and practice of teaching, will not only be exemplified as far as practicable in the management, instruction and discipline of the Normal Schools and the Schools of Practice, but an opportunity will be afforded to the pupils of the first, to apply the same in practice to such extent and in such manner as the previous education of each shall render expedient and desirable. To give the most thorough familiarity with the theory and practice of organizing and conducting common schools, and at the same time to enable a few at least of each class to continue their connection with the school, a certain number will be employed as assistant teachers in the schools of the village, and, as far as practicable, of the neighboring districts. Opportunity will be given to such pupils to spend a portion of

the vacations in visiting the best schools in different parts of the state, and in attending educational meetings of various kinds which may be appointed by the Superintendent of Common Schools. The pupils thus employed will embody in written reports the results of their observation and experience, which will be subject to the examination and criticism of the officers of the institution.

8. To cultivate a truly religious feeling,—to lay the foundation and implant the motives for a truly religious life,—to enable the teachers by precept and example rightly to develop the moral faculties, and to define and enforce the performance of all the great primary moral duties, in the schools which may be placed under their charge,—will be one of the cardinal objects of the Normal School. Every suitable effort, consistent with perfect religious toleration, will be made, to give a deep moral and religious tone to all the exercises, and to the whole character of the institution, from a deep conviction that a sense of responsibility to God, and of love to man, must form the main-spring of a teacher's activity, while it is the surest pledge of success.

9. Occasional lectures on important topics of education, or even courses of lectures on subjects of intrinsic value, and which reflect light on the studies, labors and duties of the teacher's calling, will be secured from time to time from persons who have given to these subjects special preparation. In this way it is anticipated that the pupils will have the benefit of the counsel, experience and study of many wise and distinguished teachers and educators from this and other states.

10. No efforts will be spared by correspondence and personal application, to assist the Normal pupils in obtaining permanent situations as teachers according to the qualifications of each, and to promote their advancement from a school of a lower grade and compensation, to one of a more desirable character in both respects. Any aid which can be given to the graduates of the school by advice and coöperation, in their several fields of labor, will be cheerfully extended. An opportunity will be afforded to such as may wish to return to the institution for a short period to perfect or practice themselves in particular departments of instruction, in which on trial they may find themselves deficient. An anniversary meeting, or reunion of all the

members of the school will be encouraged at least once in a year. The State Teacher's Association will be invited to hold at least one meeting every year within the walls of the institution, where every facility at the command of its officers will be extended to make the teachers of the state welcome, and their session profitable and interesting. Every thing will be done by the officers of the school which a strong desire can suggest, and unwearied efforts accomplish, to make the school worthy of the kind feeling and prompt coöperation of all who are, and of all who propose to become teachers in any grade of public or private schools in the state—to grapple as with bands of steel, and yet only by the sympathy of a common pursuit and the sense of reciprocal benefit, the pupils to the school, and the teachers of the state to each other, and to unite all hearts and all hands in the great work of the more complete, practical and universal education of the children of Connecticut.

11. To make the objects of the Normal School generally known, to interest young persons of the right character and views in the business of teaching, and induce them to connect themselves with the institution for a sufficient length of time to obtain the full benefits of a methodical course of theoretical and practical instruction,—to coöperate with such pupils as may go out from the Normal School to teach in different parts of the state,—to visit schools of different grades in large and small, in village and country districts, for the purpose of ascertaining their condition, suggesting improvements, and adapting the instruction of the Normal School to the real deficiencies of elementary education,—to establish pleasant social and professional relations with teachers, school officers and parents, it is the intention of the officers of the Institution to attend Institutes, Teacher's Associations, and common school meetings of every name, to which they may be invited, or where they have reason to suppose their presence and coöperation will prove acceptable. It is believed, that in the course of the four years for which the enterprise is now planned, every school society, and a large majority of the sixteen hundred and fifty districts, will be visited by one or more of the teachers of the Normal School.

This department of labor is as necessary to the success of

the enterprise as the instructions which may be given within the walls of the Normal School.

Among the results which will follow from the successful management of the State Normal School for a period of four years, now provided for by law, may be specified the following.

1. It will make an institution or institutions of this character, in some form an indispensable feature of our common school system. This has been the uniform result in every country and every state where the experiment has been tried under favorable auspices. There is not on record a single instance of the abandonment of this agency for providing good teachers for public schools, whenever it has been tried under liberal legislative, or governmental patronage. There are more than two hundred such schools now in successful operation in this country and in Europe, and every year is adding to the number.

2. It will thus supply the want which has long been known to exist by those who have given most attention to the improvement of common schools—of a place where young men and young women of the requisite natural qualifications, can acquire the science and the art of teaching without a series of experiments which are annually made at the expense of the health, faculties, and affections of the children placed under their charge. It will do for the future teacher what the direction of the master workman and the usual term and duties of apprenticeship do for the future mechanic—what the law school, and clerkship in the office of an older practitioner at the bar do for the young lawyer—what the medical school, the practice in the hospital, or dissecting room, or study in the office of the experienced physician, do for the medical student. It is applying to the business of teaching the same preparatory study and practice which the common judgment of the world demands of every other profession and art. In this case it is provided for by the state, because the state has found it to be a matter of interest and duty—of right in its strongest and best sense—to look after the education of children, and to contribute towards the wages of the teacher; and to protect her own appropriations she should see that the teachers are properly qualified.

3. It will help to make teaching a permanent employment. The more truly efficient a teacher becomes—the more thor-

oughly the habits of his mind and life are moulded to his occupation, the more deeply his soul is imbued with the spirit of his profession, the less likely he is, and the less capable he becomes of changing his career, and the more he is fortified against the temptations to forsake it; and the example and success of one such teacher will have a powerful influence in determining the choice of many others just starting in the profession.

4. It will help to verify the vocation of the pupils to the profession for which they are preparing. The Normal School will be a very uncomfortable place for any person whose heart is not in the work, and who looks upon teaching, not as a calling, a mission, but as a meaningless routine, a daily task, imposed by necessity, or taken up because nothing better offered, and to be thrown aside as soon as a more lucrative occupation shall turn up, or open. It will be soon ascertained who enters upon the prescribed round of observation and practice, of reading and discussion, of study and lectures, with the enthusiasm of persons in earnest and in love with their business—and only such will be encouraged to persevere, or will be recommended as teachers on leaving the school.

5. While it is probable that much the largest number of teachers who become connected with the school will not remain long enough to experience the full benefit of what is understood to be a course of Normal instruction and training—still it is believed a small number at least will, and the good which a few teachers properly trained will do, will not be confined to the districts in which they are employed. Their schools will become model schools for other districts, and the awakening influence of their example and labors will be felt all around them. Teachers who have not enjoyed the advantages of such training, will strive to excel those who have, and thus a wholesome spirit of emulation will spring up among the teachers of the same neighborhood.

6. Through the direct and necessary influence of even a few good schools scattered all over the state—of schools made good, and seen and felt and acknowledged to be made good, by teachers who have gone out from this institution with improved and improving views of the nature, objects and methods of teaching—and by the many other modes in which the officers and

pupils of this school propose to act on the public mind, the standard of teacher's qualifications and wages will be gradually and permanently raised. Good teachers will be in demand, and their services will command good wages. The contrast between a good teacher, and a poor one, will be seen and felt; and then the great commercial law of demand and supply will begin to operate. The want of good teachers will be felt; and then will follow the corresponding demand. The demand will induce young men and young women so to qualify themselves as to meet this want. And with a demand for and supply of the better article, the poor one will remain a drug in the market. The other obstacles which now remain in the way of the employment of good teachers will gradually and forever disappear. Old, dilapidated, inconvenient, and unhealthy school houses will give place to new, attractive and comfortable structures—for districts having the first will find it difficult to secure the services of a good teacher who will understand well the relations which a good house bears to his own health and his success both in government and instruction. That relic of barbarism, the practice of "boarding round,"—of compelling the teacher to live homeless and without the ordinary facilities and seclusion for study—of being subjected to inconveniences to which the lawyer, or clergyman, or mechanic are not subjected by their employers, will no longer remain a hindrance to the formation of a permanent well qualified body of professional teachers.

7. It will do much in connection with Teacher's Institutes, Conventions, and Associations, to inspire and strengthen a professional feeling among teachers. All the advantages felt by those who prepare in common for other professions, or act in concert—friendships, mutual encouragement and assistance in studies, discussions and comparisons of view, and the social position and influence which follow the association of large numbers in the same pursuit—will be experienced. There has been till within a few years but little of this professional spirit. Good teachers have grown up and remained isolated. Their experience has furnished them with excellent methods, a social position, and adequate pecuniary return. But their number has been small and their influence has been hardly felt beyond their own school-rooms—much less has it been made to give elevation, character and amelioration to the profession generally.

8. It will do something towards building up a professional literature which shall embody the experience, reflection, and discussions of our own teachers on the science and art of education as applied and developed in our common schools. The practice of writing essays in the Normal School on educational topics,—of discussing the same subjects in public meetings of teachers and parents,—of making reports to the Principal on the state of the schools in which they may be engaged, or which they may visit, will lead to the establishment and support of an Educational Periodical for their own benefit. By means of such a periodical, an active spirit of inquiry will be awakened and kept alive,—improvements in each district will be announced and made the common property of the profession,—wrong ideas in education will be exposed and exploded, and the sound practice of good teachers will be embodied in words and reduced to the precision of scientific principles.

9. The officers of this institution expect to find in many of the members of the school a strong natural impulse to the study of education, and an enthusiastic attachment to their future profession, as the noblest, holiest department of human exertion. Upon that class, be the same large or small, as they appear, do they rely for giving an impulse of a most powerful kind to educational improvement, and especially in fields for which the laborers are at present few. Whoever else may doubt, or falter or fail, these will not. Though called upon to labor in obscurity, they will toil on and find their happiness in their work. New difficulties will only nerve their hearts for sterner work.

These anticipations of good to the teachers, the schools, and the state, may all be darkened, postponed and defeated. Public confidence, which must be the breath of life to this enterprise, may be withheld, or withdrawn through the influence of sectarian jealousy, sectional prejudice, or party spirit. All that the officers of the Normal School can do, to avoid studiously all just occasions of offence, and to deserve the entire confidence of the people, the Legislature, and the teachers of the state, will be done. All they ask is a fair field, a reasonable amount of coöperation from school teachers and school officers, the charitable judgments of their fellow citizens, good health, and the blessing of God upon their labors.

PUBLIC HIGH SCHOOL.

As specially and immediately demanded by the educational wants of cities and large villages, I have in conversation and correspondence with school officers, in public addresses and by the circulation of pamphlets, called attention to the importance of establishing a Society, or Public High School—a common school of a higher grade than the great mass of the schools maintained in the several districts. A public school of this grade was not only recognized in the first act respecting schools adopted just two hundred years ago,—but was enforced by law, on a certain class of towns, until the beginning of the present century. It is owing to the absence of such a school, at once good enough for the best and cheap enough for the poorest—that the common schools, in nearly every city and village in Connecticut fail to meet the educational wants of the community. When compared with many cities and villages in Massachusetts and Rhode Island, where the schools are properly organized and supported, it is found that in all the cities and large villages of this state, with the exception of three, the attendance in the public schools is less, the attendance in private schools greater, the appropriations for school purposes smaller, the course of instruction less complete, the supervision of committees less constant and vigilant, and the interest of parents and the communities less active and intelligent. The explanation is simply this: in the cities and villages of this State, there are not enough primary schools properly located and taught for the young children, and no common school of a higher grade for the older boys and girls. The places of these schools, open alike to rich and poor, are supplied by private schools, in which the tuition is so high as practically to exclude the poor. The following is the substance of a pamphlet, which I originally prepared for circulation in Hartford in the discussion which preceded the establishment of the public high school, a school which is fast realizing all the results which are herein set forth.

By a Public or Common High School, is intended a public or common school for the older and more advanced scholars of the community in which the same is located, in a course of

instruction adapted to their age, and intellectual and moral wants, and, to some extent, to their future pursuits in life. It is common or public in the same sense in which the district school or any lower grade of school established and supported under the general law, and for the public benefit, is common or public. It is open to all the children of the community to which the school belongs, under such regulations as to age, attainments, &c., as the good of the institution may require, or the community may adopt. A Public High School is not necessarily a free school. It may be supported by a fund, a public tax, or an assessment or rate of tuition per scholar, or by a combination of all or any two of these modes. Much less is it a public or common school in the sense of being cheap, inferior, ordinary. To be truly a public school, a high school must embrace in its course of instruction studies which can be more profitably pursued there than in public schools of a lower grade, or which gather their pupils from a more circumscribed territory, and as profitably as in any private school of the same pretensions. It must make a good education common in the highest and best sense of the word common—common because it is good enough for the best, and cheap enough for the poorest family in the community. It would be a mockery of the idea of such a school, to call it a public high school, if the course of instruction pursued in it is not higher and better than can be got in public schools of a lower grade, or if it does not meet the wants of the wealthiest and best educated families, or, if the course of instruction is liberal and thorough, and at the same time the worthy and talented child of a poor family is shut out from its privileges, by a high rate of tuition. The school, to be common practically, must be both cheap and good. To be cheap, its support must be provided for wholly or mainly out of a fund, or by public tax. And to justify the imposition of a public tax, the advantages of such a school must accrue to the whole community. It must be shown to be a common benefit, a common interest, which cannot be secured so well, or at all, except through the medium of taxation. What, then, are the advantages which may reasonably be anticipated from the establishment of a public high school, properly organized, instructed and supervised?

First. Every thing which is now done in the several district schools, and schools of lower grade, can be better done, and in a shorter time, because the teachers will be relieved from the necessity of devoting the time and attention now required by few of the older and more advanced pupils, and can bestow all their time and attention upon the preparatory studies and younger children. These studies will be taught in methods suited to the age and attainments of the pupils. A right beginning can thus be made in the lower schools, in giving a thorough practical knowledge of elementary principles, and in the formation of correct mental and moral habits, which are indispensable to all sound education. All this will be done under the additional stimulus of being early and thoroughly fitted for the high school.

Second. A High School will give completeness to the system of public instruction which may be in operation. It will make suitable provision for the older and more advanced pupils of both sexes, and will admit of the methods of instruction and discipline which cannot be profitably introduced into the schools below. The lower grade of schools—those which are established for young children—require a large use of oral and simultaneous methods, and a frequent change of place and position on the part of the pupils. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requiring time, discussion and explanation, and the undivided attention both of pupils and teachers.

The course of instruction provided in the High School will be equal in extent and value to that which may be given in any private school, academy, or female seminary in the place, and which is now virtually denied to the great mass of the children by the burdensome charge of tuition.

As has been already implied, the advantages of a High School should not be confined to the male sex. The great influence

of the female sex as daughters, sisters, wives, mothers, companions, and teachers, in determining the manners, morals, and intelligence of the whole community, leaves no room to question the necessity of providing for the girls the best means of intellectual and moral culture. The course of instruction should embrace the first principles of natural and mechanical philosophy, by which inventive genius and practical skill in the useful arts can be fostered; such studies as navigation, book-keeping, surveying, botany, chemistry and kindred studies, which are directly connected with success in the varied departments of domestic and inland trade, with foreign commerce, with gardening, with agriculture, the manufacturing and domestic arts; such studies as astronomy, physiology, the history of our own state and nation, the principles of our state and national constitutions, political economy, and moral science; in fine, such a course of study as is now given in more than fifty towns and cities in New England, which shall prepare every young man whose parents may desire it, for business, or for college, and give to every young woman a well disciplined mind, high moral aims, refined tastes, gentle and graceful manners, practical views of her own duties, and those resources of health, thought, conversation and occupation, which bless alike the highest and lowest station in life. Where such a course is provided and carried out, the true idea of the high school will be realized.

Third. It will equalize the opportunities of a good education and exert a happy, social influence throughout the whole community, from which it gathers its scholars. From the want of a public school of this character, the children of such families as rely exclusively on the district school are isolated, and are condemned to an inferior education, both in quantity and quality; they are cut off from the stimulus and sympathy which the mingling of children of the same age from different parts of the same community would impart. The benefits direct and indirect, which will result to the country districts, or poor families who live in the outskirts of the city, from the establishment of a school of this class, cannot easily be over-estimated. The number of young men and young women who will receive a

thorough education, qualifying them for business, and to be teachers, will increase from year to year; and the number who will press up to the front ranks of scholarship in the school, bearing away the palm of excellence by the vigor of sound minds in sound bodies, of minds and bodies made vigorous by long walks and muscular labor in the open air, will be greater in proportion to their number than from the city districts. It will do both classes good, the children of the city and the children of the country districts, to measure themselves intellectually in the same fields of study, and to subject the peculiarities of their respective manners, the roughness and awkwardness sometimes characteristic of the one, and the artificiality and flippancy of the others, to the harmonizing influence of reciprocal action and reaction. The isolation and estrangement which now divide and subdivide the community into country and city clans, which if not hostile are strangers to each other, will give place to the frequent intercourse and esteem of individual and family friendship, commenced in the school-room, and on the play-ground of the school. The school will thus become a bond of union, a channel of sympathy, a spring-head of healthy influence, and stimulus to the whole community.

Fourth. The privileges of a good school will be brought within the reach of all classes of the community, and will actually be enjoyed by children of the same age from families of the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart in hand in the same sports, pressing up together to the same high attainments in knowledge and character, will be found the children of the rich and poor, the more and the less favored in outward circumstances, without knowing or caring to know how far their families are separated by the arbitrary distinctions which divide and distract society. With nearly equal opportunities of education in childhood and youth, the prizes of life, its best fields of usefulness, and sources of happiness will be open to all, whatever may have been their accidents of birth and fortune. From many obscure and humble homes in the city and in the country, will be called forth and trained inventive talent, productive skill, intellectual taste, and God-like benevolence,

which will add to the general wealth, multiply workshops, increase the value of farms, and carry forward every moral and religious enterprise which aims to bless, purify and elevate society.

Fifth. The influence which the annual or semi-annual examination of candidates for admission into the high school, will operate as a powerful and abiding stimulus to exertion throughout all the lower schools. The privileges of the high school will be held forth as the reward of exertion in the lower grade of schools; and promotion to it, based on the results of an impartial examination, will form an unobjectional standard, by which the relative standing of the different schools can be ascertained, and will also indicate the studies and departments of education to which the teachers in particular schools should devote especial attention. This influence upon the lower schools, upon scholars and teachers, upon those who reach, and those who do not reach the high school, will be worth more than all it costs, independent of the advantages received by its pupils.

Sixth. While the expenses of public or common schools will necessarily be increased by the establishment of a school of this class, in addition to those already supported, the aggregate expenditures for education, including public and private schools, will be diminished. Private schools of the same relative standing will be discontinued for want of patronage, while those of a higher grade, if really called for by the educational wants of the community, will be improved. A healthy competition will necessarily exist between the public and private schools of the highest grade, and the school or schools which do not come up to the highest mark, must go down in public estimation. Other things being equal, viz. school-houses, teachers, classification, and the means and appliances of instruction, the public school is always better than the private. From the uniform experience of those places where a High School has been established, it may be safely stated, that there will be an annual saving in the expenses of education to any community, equal to one-half the amount paid for tuition in private schools, and with this saving of expense, there will be a better state of education.

Seventh. The successful establishment of a High School, by

improving the whole system of common schools, and interesting a larger number of families in the prosperity of the schools, will create a better public sentiment on the subject than has heretofore existed, and the schools will be regarded as the common property, the common glory, the common security of the whole community. The wealthy will feel that the small additional tax required to establish and sustain this school, if not saved to them in the diminished tuition for the education of their own children in private schools, at home and abroad, is returned to them a hundred fold in the enterprize which it will quicken, in the increased value given to property, and in the number of families which will resort to the place where it is located, as a desirable residence, because of the facilities enjoyed for a good education. The poor will feel that, whatever may betide them, their children are born to an inheritance more valuable than lands or shops, in the free access to institutions where as good an education can be had as money can buy at home or abroad. The stranger will be invited to visit not only the institutions which public or individual benevolence has provided for the poor, the orphan, the deaf-mute, and the criminal, but schools where the children and youth of the community are trained to inventive and creative habits of mind, to a practical knowledge of the fundamental principles of business, to sound moral habits, refined tastes, and respectful manners. And in what balance, it has well been asked in reference to the cost of good public schools, as compared with these advantages, shall we weigh the value of cultivated, intelligent, energetic, polished, and virtuous citizens? How much would a community be justified in paying for a physician who should discover or practice some mode of treatment through which many lives should be preserved? How much for a judge, who, in the able administration of the laws, should secure many fortunes, that might else be lost? How much for a minister of religion who should be the instrument of saving hundreds from vice and crime, and persuading them to the exertion of their best powers for the common good? How much for the ingenious inventors, who, proceeding from the first principles of science onward, should produce some improvement that should enlarge all the comforts of society, not

to say a steam-engine or magnetic telegraph? How much for the patriotic statesman, who, in difficult times, becomes the saviour of his country? How much for the well-instructed and enterprising merchant, who should suggest and commence the branches of business that should bring in a vast accession of wealth and strength? One such person as any of these might repay what a High School would cost for centuries. Whether, in the course of centuries, every High School would produce one such person, it would be useless to prophesy. But it is certain it would produce many intelligent citizens, intelligent men of business, intelligent servants of the state, intelligent teachers, intelligent wives and daughters, who, in their several spheres, would repay to any community much more than they and all their associates had received. The very taxes of a town, in twenty years, will be lessened by the existence of a school which will continually have sent forth those who were so educated as to become not burdens but benefactors.

EVENING SCHOOLS.

In a Report to the Legislature in 1839, I recommended the establishment of Evening Schools, to meet the wants of a large number of young persons who from the desire of parents, or their own necessities, are hurried into the workshop, the factory, or the counting room, before their school education can be completed. The good results which have followed the opening of such schools in cities and manufacturing villages in other states, within the last few years, have strengthened my conviction both of the importance and practicability of similar arrangements in this state. I have accordingly called the attention of school committees and the active friends of education in several of our cities and large villages, to the subject. Believing it to be a matter of general interest, I communicate herewith such information as I have collected respecting the progress of this class of schools, which should be immediately recognized as an essential feature of our system of public instruction. [Appendix G.]

PRIVATE SCHOOLS.

Without intending to trespass on the rights of private instruction belonging both to parents and teachers—much less to impair the usefulness of good private schools in places where there is any real necessity for their establishment, I have felt it to be my duty to the cause of common school improvement, to call public attention to the disastrous influence which our numerous private schools, from the dame school to the academy, are now exerting, not only on the common school, but on the social relations of life, especially in our cities and large villages. The peculiar views entertained by some parents in reference to the education of children, will always lead to the establishment and liberal support of a few private schools. In these, the accomplishments of education, which the great mass of society will be slow to provide for in a course of public instruction, can be given, and in them, those teachers who have new views as to methods of instruction and discipline which cannot be carried out in schools subject to certain general regulations, which a system of public schools require, will find scope for the exercise of their talents. Improvements in education would be retarded, and a generous rivalry now existing between teachers engaged in public and private schools, would be excluded by the abandonment of this class of private schools. But it is not to this class of private schools that I refer, but to that more numerous class which owe their origin to the real or supposed deficiencies of the district schools, and which would disappear immediately wherever the common schools of a society or district were thoroughly organized and liberally supported throughout the year. The extent to which this class of private schools are patronized, by the wealthy and educated families of the state, is at once the evidence of the low condition of the public schools and the most formidable hindrance to their rapid and permanent improvement. It draws off the means and the parental and public interest which are requisite to make good public schools, and converts them, in some places avowedly, into schools for the poor,—as though in a state which justly boasts of its equal privileges, there was one kind of education, or one class of schools for the rich, and another for the poor. It classifies so-

ciety at the root, by assorting children according to the wealth, education, or outward circumstances of their parents, into different schools; and educates children of the same neighborhood differently and unequally. These differences of culture, as to manners, morals, and intellectual tastes and habits, begun in childhood, and strengthened by differences in occupation, which are determined mainly by early education, open a real chasm between members of the same society, broad and deep, which equal laws, and political theories cannot close. True it is that many persons who were doomed to an inferior and imperfect school education, make up for these disadvantages in after life by force of native talent, and self training; and many others who enjoyed the highest privileges of moral and intellectual improvement at school, are ruined by the false notions of superiority engendered and fostered by private schools.

It is my firm conviction, that the common school system of Connecticut, can be made not only to occupy the place it once did in the regards of all men, and become the main reliance of all classes of the community for the elementary education of children—but that the schools established under that system can be made so good, within the range of studies which it is desirable to embrace in them, that wealth cannot purchase better advantages in private schools, and at the same time be so cheap as to be within reach of the poorest child. It will be a bright day for the state, and a pledge of our future progress and harmony as a people, when the children of the rich and poor are found more generally than they now are, side by side in the same school, and on the same play-ground, without knowing or caring for any other distinction than such as industry, capacity, or virtue may make. These and similar views I have repeatedly expressed since my first connection with the common schools of the state, and they are the foundation of all my hopes and plans for their improvement. Until the intelligence, parental interest and pecuniary means which are now withdrawn by private schools, can be brought back to common schools, those who are called to labor in this field, will not only labor in vain, but will experience that sickness of the heart which comes from hope deferred. To use the language of my report to the legislature in 1841,—I have no expectation of seeing this better

state of things realized, until the support of the common schools is made to rest in part on the property of the whole community, and until the causes which now make private schools to some extent necessary, are removed. As long as the majority of a school society or town are content with a single school in each district, for children of every age, of both sexes, and in every variety of study, and as long as the majority of a district are content to pack away their children in such school-houses as may be found in more than two-thirds of all the districts of the state; to employ one teacher in summer and another in winter, and not the same teacher for two summers or two winters in succession; and to employ, for even the shortest period, teachers who have no experience, and no special training for their delicate and difficult duties; so long will it be the duty of such parents as know what a good education is, or have felt the want of it in themselves, and are able and willing to make sacrifices to secure it for their children, to provide or patronize private schools. But it is no excuse for such, because their own children are provided with attractive, commodious, and healthy school-houses, with well trained and experienced teachers, and good books, to go to the district school meeting to vote down every proposition to build a new school-house, or to repair a dilapidated, repulsive, unhealthy old one—to supply the same with fuel, and all proper appendages and accommodations—to employ a good teacher for a suitable period of the year—or to purchase a small library, by which the blessings and advantages of good books may be made available to the poor as well as the rich. The progress of school improvement, dependent as it is on so many influences and complex interests, is slow and difficult enough under the most favorable circumstances; but when it is opposed, or even not aided, not only by those into whose souls the iron of avarice has entered, and by others, who, not having enjoyed or felt the want of superior advantages themselves, are satisfied that what was good enough for them forty years ago is good enough for their children now, but by those who have shown their opinion of the necessity of improvement by withdrawing their own children from the common schools, it is a hopeless, despairing work indeed.

CONDITION OF THE COMMON SCHOOLS.

There is much in the general aspect of our common schools and our school system, as compared with the means and opportunities of education provided in many states and countries, if not to justify the self complacency, at least, to inspire the hereditary pride with which the people of Connecticut regard and speak of them. Coeval with our civil and religious institutions, the common school has become a part not only of the legislation but of the daily habits of the people, and the funds which have been set apart from time to time by individuals or state liberality for educational purposes are regarded with a religious sanctity. Scattered all over our territory, through every city and village and neighborhood, and even in the secluded nook, or the rocky and wooded waste, if there the family has planted itself with its domestic relations—the district school is to be seen, with its doors open to receive the children of all classes for at least four months in the year. And these schools, in connection with private schools of various grades, and the press and the pulpit, and the practical working of our domestic and civil institutions, secure not only an elementary education, but a vigorous self-training, as the birth-right and the birth-blessing of every child of the State. But when our system is surveyed in reference to our means and facilities of improvement,—when the large mass of our district schools are closely examined, and compared not only with similar schools in some of the neighboring states, but with a few of the best schools in our own State,—then the necessity of doing more than we have yet done in all that relates to organization, school houses, classification, studies, books, teachers, support and supervision, forces itself upon our attention. These at least are the conclusions to which some familiarity with the practical working of our school system, and some reflection on the subject has brought my own mind.

I. There is great want of official information—of minute, complete, and authentic information respecting the state of the schools in the several districts and societies.

With the exception of the number of societies and districts, and of the children who are of an age to attend school in each,

there is not another item which is known with any degree of accuracy respecting all the schools for the last year. Out of the two hundred and seventeen societies, there are only sixty-eight which have made returns to this department, leaving one hundred and forty-nine societies, numbering over fifty thousand children, for whose education the state provided seventy-five thousand dollars, from which there is not a line of official information to show with what results this large amount of money is expended. Even the reports which have been received from the other societies are so general and so imperfect, that they throw but little light on those details of organization, instruction and discipline in which the success or failure of a common school must be sought. Unless information at once minute and comprehensive, is obtained respecting the schools in every district and society, and disseminated widely among the people, there will be wanting the requisite stimulus, and the firm basis for a thorough legislative and local efforts at improvement. The public mind must be made familiar with the actual state of the schools, with the evils and the proposed remedies, before it will grapple vigorously with the first and apply steadily the last. This is the only safe path of progress for the friends of educational improvement in Connecticut to follow.

For this want of information, so far as it can be presented in a statistical form from every district, there is a simple, economical and efficacious remedy—and that is, to make the furnishing of information in matter and form as may be prescribed by the Legislature or the Superintendent, imperative upon the committee of the district and the society, and make a failure of so doing a forfeiture of the public money. The following is substantially the plan of my predecessor, recommended in his report for 1848.

1. The teacher is now required to enter in a book or register to be provided at the expense of the district, many of the items which should be known by the Legislature respecting all of the schools of the state. Let a register be furnished by the state to each district as is done in Massachusetts, and then let the teacher be required to keep the same with accuracy, and deposit the book at the end of the term with the clerk of the district, as a condition of his drawing his compensation. This

will be the original and authentic source of information to parents, the district, and the school officers of the society. From such registers the return from the school society could be readily filled out, even if the schools were not in session.

2. The district committee should be required to fill out from his personal knowledge, and from the register of the teacher, a return to the committee or the visitors of the society, for each term of schooling, in matter and form as may be furnished by this department;—and the making of this return according to law, should be the condition of drawing the school money from the society or town.

3. The visitors, as is now required by law, should make out a report, from their own knowledge, and from the returns of the district committee, respecting all the schools in the society, and communicate the same in a printed form to the society; a copy of which should be attached to the certificate now required of the committee of the society as a condition on which the order for public money is drawn on the treasury of the state.

4. From these and other sources of information, the Superintendent should be required to make out a printed report, a copy of which should be forwarded, not only to the members of the Legislature, but to each school district and society, previous to the May session of the General Assembly, in each year.

The success of the whole plan, as to accuracy and uniformity, will depend on the state furnishing blanks, both for the register and returns, and in making the payments of the dividends of the school fund depend on the proper performance of this duty required by law.

II. The most prominent fact which presents itself even to a casual observer, and forces itself every where on the close inquirer into the practical working of our school system, is the wide spread and paralyzing apathy which pervades the public mind in the school district, society and town, as to the condition and improvement of the common schools.

This is shown by the dilapidated and forlorn condition of the school-houses, by the thin attendance of parents and voters at school meetings, except at those which are called to build or repair school-houses, or introduce improvements which may require an expenditure of money, and then, by the numerous

attendance, not unfrequently of those who will be most benefited by these improvements, to vote down, or postpone such unwelcome propositions,—by the large number of children which are withdrawn from the common schools and placed in private schools of different grades,—by the irregular attendance even of those who depend on the district school for their education,—by the almost entire absence of parental visitation to the schools, by the employment of unqualified teachers,—by the sleepy and merely formal supervision to which they are subjected, and by the neglect to hold school-officers to the same responsibility which is exacted of other public officers. The testimony on this point by our own teachers and school-officers from every section of the state, is concurrent and overwhelming.

The system will continue to move on in feeble and irregular action until this apathy can be broken up, and the right state of feeling awakened in its place. To accomplish this, the living voice and the public press, in every appropriate form, must be invoked and enlisted, until the claims of the ninety thousand children of the state to a useful education shall no longer be overlooked. Some of the ways in which these agents of popular agitation can be applied, will be pointed out in another part of this report.

III. The efficient and harmonious administration of our school system, is very much impaired by the want of practical knowledge on the part of school-officers, with the requirements of the law, and the ordinary forms of proceeding under it.

The administration of our school system requires the appointment of at least ten thousand local officers every year. Of this number, at least two thousand are profoundly inexperienced, to say the least, in all legal forms, and many of them professing or showing but little interest to inform themselves beyond what is required to draw and expend the public money.

The remedies which I propose are, 1. to change the organization so as to require a smaller number of officers. 2. To make the term of office three years instead of one, and have one-third of the officers only, elected each year. 3. To prepare an edition of the school law, with explanatory remarks, and forms for conducting all the details of business appertaining to each office, and a minute index to every important provision, remark and form.

III. The present territorial organization of our school system, with the existing distribution of powers and duties among towns, school societies and school districts relative to the education of children, is a departure from the original policy of Connecticut, which has not been followed by any resulting benefit, but is attended with many, great, and peculiar disadvantages.

The whole area of the state is divided into one hundred and forty-five towns—two hundred and seventeen school societies, some of which are coextensive with the limits of the town whose name they bear, but more frequently embracing only portions of a town, and sometimes parts of two or more towns,—and sixteen hundred and fifty school districts, each containing portions of a school society. These several towns, societies, and districts, are corporations charged with portions of that responsibility which the laws of the state impose upon every parent and guardian of children, to see that every child is “properly educated and brought up to some honest and lawful calling or employment.”

The code of 1650—which in this respect only gave the form of legal requirement to what had already become the practice of parents in the several towns—provides that “for as much as the good education of children is of singular behoof and benefit to any commonwealth, the selectmen of every town shall have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families as not to teach by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue and the capital laws of this colony, upon the penalty of twenty shillings therein.” To enable parents to give this education, and to the end “that learning may not be buried in the grave of our fathers in church and commonwealth,” it is made the duty of every town having fifty householders, to appoint a teacher whose wages shall be paid, either by the parents, or masters of the children, or by the inhabitants in general by the way of supply or general appropriation; and it is further made the duty of every town having one hundred families, to set up a “grammar school”—the masters of which must be able “to instruct youths for the university,” under the penalty of five pounds for every year’s neglect. In

1690, it being found that many families had allowed young "barbarians" to grow up in their midst, who could not "read the Holy Word of God, and the good laws of the colony," it was ordained by the General Court that "the grand-jurymen in each town do once in the year at least visit each family they suspect to neglect the education of their children and servants, and to return the names of such as they find neglectful to the county courts, there to be fined twenty shillings for each child or servant whose teaching is thus neglected." In 1702, the support of the common schools was made a regular charge upon each town, of forty shillings in every one thousand pounds in the county rates, which was levied and collected like any other tax; and in case any town did not keep up the school or schools, for at least six months in the year—the tax was collected and paid into the county treasury as a fine imposed upon such town for its neglect. If the amount raised in the county rate was not sufficient to maintain the school or schools for the period required by law, the deficiency was made up, one-half by the parents of the children, and the other half by an additional tax on the inhabitants of the town generally. In 1714, "the civil authority and selectmen" in every town are constituted "visitors," to inspect the schools at least once each quarter, to enquire into the qualifications of the teachers, and the proficiency of the scholars, and "to give such directions as they shall find needful to make the schools most serviceable to the increase of that knowledge, civility, and religion which they are designed to promote." These were the wise and far reaching enactments of the fathers of our commonwealth, and remained the essential features of our school system until within the last half century, and so far as the mode of support is concerned, until 1821, when by the most disastrous enactment ever placed on our statute book, the legal obligation to raise either a state, town or society tax for the support of schools ceased, and permission was given to the districts to assess the entire expense over the receipts from its School Fund, on the parents of the scholars.

Under these wise and far reaching enactments, the school habits of the people of Connecticut were formed, and in these *habits* the "peculiar" excellence of our school system has always resided. It is owing to the falling away of the people

from these habits that our school laws, and our schools with more abundant means, and increased facilities of instruction, no longer accomplish the same results, which, according to the testimony of men well informed as to the condition of society at that time, were realized at the beginning of the present century. Then, in every town or society having more than seventy families, a school was taught for eleven months in the year, and in every society having less than seventy families, for at least six months in the year. These schools were the *main reliance of the whole community for the education of children* in the elementary studies. The rich and the poor, the laborer with his hands and the laborer with his head, sent their sons and their daughters to the same school. The property of the whole community was held responsible for the education of all its youth, and the care and support of the school were regarded among the civil and social as well as the parental duties. The grand result was seen in the universal diffusion of elementary education, and in the lively interest which was manifested in all that related to the prosperity and improvement of the school in the town, parish, and district meetings. The good education of children was felt to be of "singular behoof and benefit to the commonwealth"—and the growth of "idle, ignorant, and stubborn youths" was prevented and extirpated as a "barbarism" not to be tolerated in a civilized and christian land. It is the peculiar glory of Connecticut, and of her school system, that at the beginning of the present century, before her munificent school fund had yielded one dollar of revenue towards the support of the schools, that her people had solved the great problem of our age by educating every child born or residing within its limits, not only to read the holy word of God and the good laws of the state, but to meet the duties of home and neighborhood, and share in the administration of public affairs as a voter, and as eligible to any office.

Every departure from this original territorial organization of our school system, combined with the various changes which have been made in the mode of supporting the schools, has, in my opinion, weakened the efficiency of its administration, and proved a hindrance to the progressive improvement of the schools both in the quantity and quality of education given in

them. These changes were gradually introduced to meet the wants of families, as they spread out beyond the first location of the church, and places of business—first, by the incorporation of ecclesiastical societies for the convenience of public worship; next, by the establishment of schools in such societies, and finally by the division and subdivision of these societies into school districts, with powers and officers distinct from those of the society to which they belong. These changes were consummated by the act of 1798, by which the inhabitants living within the limits of ecclesiastical societies were constituted School Societies, which were clothed with all the powers and duties respecting schools, before appertaining to towns and parishes,—and by an act passed about the same time, empowering school districts to build school houses, and receive and expend the dividends of the school fund and the avails of the school tax. School districts were subsequently authorized to assess the entire expense of the schools over the public money, upon the parents of the children who attend the school.

The law now recognizes the organization and authorities of towns in reference to a compulsory provision for the education and bringing up of “rude, stubborn and unruly” children, who are not properly cared for by their parents or guardians,—the supervision of the education and employment of children engaged in factories and manufacturing establishments,—the management of the “Town Deposit Fund,” one-half of the annual income of which is appropriated to schools,—the payment of any abatement in a district tax or assessment for any school purpose, of any poor person who is unable to pay the same, in favor of the district in which such persons may reside, and the payment of the sum allowed by law to the acting school visitors of each society for performing the duties of visitation.

School Societies are clothed with all the necessary powers to establish, support and regulate common schools of different grades for the useful education of all children in their respective limits,—including expressly the power to build school-houses, employ teachers, lay taxes, appoint certain committees with enumerated powers, and receive from the town and state all money which may be appropriated by law for the support of common schools. It is optional with each society to subdivide

its territory into school districts, or to administer its schools in its corporate capacity, and without any such division. Every society, with a single exception of the City Society of Middletown, is divided into school districts.

School districts are clothed with all the powers granted to School Societies for establishing and conducting schools, subject to certain conditions prescribed in the law, and to such general regulations as the society to which such districts belong, may prescribe. Each district is independent of all others, and practically acknowledges but a loose dependence on either the School Society or the State. The schools in these districts, with the exception of those in Middletown, and the High School in Hartford, constitute the common schools of Connecticut.

Such is a brief outline of the present organization of our common schools. Its practical operation multiplies the number of corporate bodies and officers much beyond the demands or the convenience of the people. All that is now done by one hundred and forty-five towns, two hundred and seventeen societies, and sixteen hundred and fifty districts, requiring upwards of two thousand district meetings, every year, could be better done at the regular or special meeting of the inhabitants of the several towns. All the financial business of the schools could be promptly and economically done by the same officers who now manage the finances of the several towns—thereby, dispensing with the appointment of at least three thousand officers for this purpose. The general supervision of all the schools, with all that relates to school-houses, the examination and employment of teachers, the regulation of studies, books and classification of schools and scholars, could be done with far more thoroughness, system and uniformity by one committee for each town, so constituted as to have one member elected for each neighborhood, or section where a school was located. The appointment of such a committee would dispense with at least four thousand persons who now accept their offices with reluctance and discharge their duties without previous preparation, and in a majority of instances in a very imperfect manner.

The school societies not being obliged or expected to transact any business except to appoint officers, and take care of the

burying grounds, (which is literally "the dead taking care of the dead,") as no school houses are to be built, or teachers employed, or taxes to be laid for any purpose, the annual meeting, which in most societies is the only meeting held in the year, is always thinly attended. During the past year, in several of the largest societies which send, on an average, three hundred voters to a town meeting, not ten persons were present, and of these, a majority were school officers. In many instances which have come to my knowledge, there were just enough present to officer the meeting and bring forward the business. At these meetings the acting school visitors are required by law to present a report as to their own doings and the condition and improvement of the schools; but to what purpose? The report is not read, or if read, there are neither teachers or parents or district officers present to profit by its exposure of evils, or suggestions of improvement. In only three instances was a document of this kind printed for circulation in the society or among the districts, for whose benefit it was prepared. This want of knowledge as to the condition of the schools, this severance of the school interest from all the other great interests of the town, combined with our mode of supporting the same, has led to that deep and wide spread apathy which has been before referred to as the principal hindrance to educational improvement. The state of things would be far different if the entire management of the schools devolved on the towns, and questions affecting their improvement, could come up for discussion at the regular town meeting. Then, at least, there would be an audience, and the advocates for better houses, and better teachers would make themselves heard and felt. If appropriations were needed to increase the number or prolong the term of the schools, or furnish the poor children with books, there would be far less difficulty than now in obtaining a grant, by simply moving an addition to the regular town tax. Avarice, ignorance, indifference and aristocratic pretensions would, as now, be opposed to all liberal propositions, but these motives would be likely to be rebuked, exposed and over-ruled on a full hearing of the merits of the case.

The present distribution of powers and duties among school societies and districts respecting the presentation, examina-

tion and employment, supervision, dismissal and payment of teachers, leads to a complexity, and not unfrequently a conflict of jurisdiction, that defeats the great objects of the law, which, as I understand, are to bring good teachers and only good teachers, into the schools,—and to withhold the public money from all who, upon examination or trial, are not found to be such. In a majority of districts, the persons who employ teachers have not the leisure, practical knowledge and opportunity to select the best. They take the first candidate who applies,—in ninety-nine instances in one hundred, this candidate will become the teacher of the school, even though the school visitors do not approve of his qualifications. The supervisory power lodged in the visitors of the society, is rendered nugatory in consequence of the many independent and lateral agencies through which it must act, to reach the evil it would prevent or cure. Even the visitation of the schools is not performed at times and in ways to do much good, from the varying seasons of the year in which schools open and close and the want of proper notice and coöperation by the district committee.

From the process of dividing and subdividing the territory of a town first into societies, and then into districts, the most obvious and disastrous inequality in the education of children, in the same towns, has resulted. The districts differ from each other in territorial extent, the number, intelligence, wealth and educational interest of the inhabitants, the qualifications of teachers employed, the school house and apparatus provided and the supervision of the local committee. These elements and influences determine primarily the character of a school. If a child belongs to a populous district, or in a small one where the energy and liberality of a few individuals make up for its weakness in numbers and pecuniary means, he can enjoy the instruction of a well qualified teacher for at least ten months in the year, during his whole school life; and thus attain the highest advantages, provided by our law. But if he resides in a small district, he can attend a district school from four to five months in the year kept annually in a small, dilapidated and inconvenient school house, and taught by a cheap, and generally an incompetent teacher. There are at least

five hundred districts in the State, and one or more in every school society, in which the children are doomed to an inferior and imperfect education, and which are so many "estates in expectancy,"—so many nurseries for ignorant and inexperienced teachers. This inequality can be partially remedied by a thorough revision of districts; and then by distributing one-half of the public money among them, according to the average attendance in each,—and the other half by some rule which will secure an equality of school privileges to all of the children of the same society or town.

But the most thorough and general improvement in all of the schools of a society or town—the greatest equality of school privileges to all the children of the small as well as the large districts, can be effected by an abandonment of the district system and the establishment of schools of different grades, according to the age and attainments of the pupils, in different sections of the same society or town, under the charge of a committee so constituted as to represent the wants of each section. The general principles of such a classification of the schools will be discussed under the next head.

V. The greatest hindrance to improvement in the present condition of our common schools is to be found in the absence of all systematic classification of pupils, especially in our cities and large villages.

To enable children to derive the highest degree of benefit from their attendance at school, they should go through a regular course of training in a succession of classes, and schools arranged according to similarity of age, standing, and attainments, under teachers possessing the qualifications best adapted to each grade of school. The practice has been almost universal in Connecticut, and in other states where the organization of the schools is based upon the division of the territory into school districts, to provide but one school for as many children of both sexes, and of all ages from four to sixteen years, as can be gathered in from certain territorial limits, into one apartment, under one teacher; a female teacher in summer and a male teacher in winter. The disadvantages of this practice, both to pupils and teachers, are great and manifold.

There is a large amount of physical suffering and discomfort, as well as great hindrances in the proper arrangement of scholars and classes, caused by crowding the older and younger pupils into the same school-room, without seats and furniture appropriate to either; and the greatest amount of suffering and discomfort falls upon the young, who are least able to bear it, and who, in consequence, acquire a distaste to study and the school-room.

The work of education going on in such schools, cannot be appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the developments of the mind and character, the first intended to be followed by a second, and the second by a third; the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order and habits of study of the more advanced pupils, by the frequent change of posture and position, and other indulgences, which it permits and requires of the former.

With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity

of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teachers.

From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place, where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, is cultivated and tested; where the difficult principles of each lesson are developed and illustrated, and additional information imparted; and the mind of the teacher brought in direct contact with the mind of each pupil, to arouse, interest, and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class, in regular order and quick succession, repeat words from a book; and on the part of the pupils, of *saying their lessons*, as the operation is most significantly described by most teachers, when they summon the class to the stand. In the meantime the order of the school must be maintained, and the general business must go forward. Little children, without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements have not been reduced to system by a proper classification. The teacher, at least the conscientious teacher

thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other, closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit, day after day, with a dizzy brain and aching heart and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large district school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and in the meantime the former teacher has left the town or state. The new teacher is a stranger to the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business: in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is a constant change, but no progress.

This want of system, and this succession of new teachers, goes on from term to term, and year to year—a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could escape utter wreck, if conducted with such want of system,—with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success or failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children are, for a portion of each day, left to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

Among these conditions of success in the operation of a system of public schools, is such a classification of the scholars as shall bring a large number of similar age and attainments, at all times, and in every stage of their advancement, under teachers of the right qualifications, and shall enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruction.

The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached, or nearly reached the same point of attainment in several studies, should be put together, and constitute, whenever their number will authorize it, one school. These again should be arranged in different classes,

for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress, in different branches. He will stand higher in one and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment should be regarded as the general principle, some regard should be paid to age, and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. This step would mortify and discourage him. In such extreme cases, that arrangement will be best which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisition of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practicable, without bringing together individuals of diverse capacity, knowledge, and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and with far more profit to each than if the same amount of time was divi-

ded up among four classes, each containing one-fourth of the whole number. When the class is large there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order and methods, so as to reach those whose attention would wander, if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

The number of classes for recitation in the same apartment, by one teacher, should be small. This will facilitate the proper division of labor in instruction, and allow more time for each class. The teacher intrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master those branches thoroughly, and soon acquire the most skillful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and classes to superintend.

In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering its discipline, in adapting moral instruction to individual scholars, and superintending the operations of each class-room, so as to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found, than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree the executive talent spoken of, will be felt through every class, and

by every subordinate teacher, giving tone and efficiency to the whole school.

Every class should have its appropriate time for study and recitation, and this distribution of time, should not be postponed, abridged or prolonged, except from absolute necessity. This punctuality and precision is agreeable to children,—is the only way in which justice can be done to each class, and is highly beneficial in its operation on each individual, and the whole school.

The classification of a school, and the character of the recitations of each class, and especially of such recitations as are in the nature of a review of the ground gone over the previous week, month, or term, should be entered in a book, to be preserved from term to term and from year to year. With such a record, there need not be so much time lost in organizing a school, whenever there is a change of teachers, and there never should be, for an hour, the perfect chaos into which almost every school is thrown on the opening of a new administration.

To what extent the gradation or classification of schools shall be carried, in any town, society, or district, and to what limits the number of classes in any school can be reduced, will depend on the compactness, numbers, and other circumstances of the population, and the number and age of the pupils, and the studies and methods of instruction in each school. A regular gradation of schools might embrace Primary, Secondary and High-Schools, with Intermediate Schools, or departments, between each grade, and Supplementary Schools, to meet the wants of a class of pupils not provided for in either of the above grades.

1. Primary Schools, as a general rule, should be designed for children between the ages of three and eight years, with a further classification of the very youngest children, when their numbers will admit of it. These schools can be accommodated to some extent in compact villages, in the same building with the Secondary or High School; but in most large districts, it will be necessary and desirable to locate school-houses in different neighborhoods, to meet the peculiarities of the population, and facilitate the regular attendance of very young children, and relieve the anxiety of parents for their safety on the way to and from school.

Any scheme of school organization will be imperfect which does not include special arrangements for the systematic training and instruction of very young children, especially in all cities, manufacturing villages and large neighborhoods. Among the population of such places, many parents are sure to be found, who, for want of intelligence or leisure, of constancy and patience, are unfitted to watch the first blossoming of the souls of their children, and to train them to good physical habits, virtuous impulses, and quick and accurate observation ; to cleanliness, obedience, openness, mutual kindness, piety, and all the virtues which wise and far-seeing parents desire for their offspring. The general result of the home training of the children of such parents, is the neglect of all moral culture when such culture is most valuable ; and the acquisition of manners, personal habits, and language, which the best school training at a later period of life can with difficulty correct or eradicate. To meet the wants of this class of children, Halls of Refuge and Infant Schools were originally instituted by Oberlin, Owen, and Wilderspin, and now constitute under these names, or the names of Primary Schools, or Primary Departments, a most important branch of elementary education, whether sustained by individual charity, or as part of the organization of public instruction.

No one at all acquainted with the history of education in this country, can doubt that the establishment of the Primary School for children under six years of age, in Boston, in 1818, as a distinct grade of schools, with the modifications which it has since received there, and elsewhere, from the principles and methods of the Infant School system, has led to most important improvements in the quality and quantity of instruction in our public schools ; and the sooner a Primary School properly organized, furnished and managed, can be established in every large neighborhood, and especially in the "infected districts" of cities and manufacturing villages, the more rapid and more thorough will be the progress of education. Its doors should stand wide open to receive such children as are abandoned by orphanage, or worse than orphanage, by parental neglect and example, to idle, vicious, and pilfering habits, before the corruptions incident to their situation have struck deep into their moral nature, and before they have fallen under the alluring and train-

ing influences and instruction of bad boys who infest such regions, polluting the atmosphere by their profane and vulgar speech, and participating in every street brawl and low-bred riot. From all such influences, the earlier the children of the poor and the ignorant are withdrawn, and placed under the care and instruction of an Infant or Primary School, the better it will be for them and for society. But in general the Primary School should be established, and brought as near as possible to the homes of the children, in order to secure their early and regular attendance, and to relieve the anxiety of parents for their safety on their way to and from school. The peculiarities of play-ground, school-room, and teachers required for this class of schools, should be carefully studied, and promptly and liberally provided. The school-room should be light, cheerful, and large enough for the evolutions of large classes,—furnished with appropriate seats, furniture, apparatus and means of visible illustration, and having a retired, dry, and airy play-ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery, and shade-trees, which they should be taught to love and respect. The play-ground is as essential as the school-room for a Primary School, and is indeed the uncovered school-room of physical and moral education, and the place where the manners and personal habits of children can be better trained than elsewhere. With them the hours of play and study, of confinement and recreation, must alternate more frequently than with older pupils.

To teach these schools properly, to regulate the hours of play and study so as to give variety, vivacity, and interest to all of the exercises, without over-exciting the nervous system, or over-tasking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to preserve and quicken a tenderness and sensibility of conscience as the instinctive monitor of the approach of wrong,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready, and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons on the properties and classification of ob-

jects, the cultivation of the intellectual faculties,—to do all these things and more, require in the teacher a rare union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, “in whose own hearts, love, hope, and patience have first kept school,” and whose laps seem always full of the blossoms of knowledge, to be showered on the heads and hearts of infancy and childhood. In the right education of early childhood, must we look for a correction of the evils of society in our large cities and manufacturing villages, and for the beginning of a better and higher civilization than has yet blessed our world. The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing and oral methods, the better it will be for the cause of education, and for every other good cause.

There can be no more fatal mistake committed in reference to this class of schools, than to place in them young, inefficient and uneducated female teachers. The teacher of a primary school should know thoroughly all the studies which the law requires of any candidate for the lowest grade of common schools, and in a knowledge of reading and grammar must be included the power of analyzing sentences, of detecting intuitively grammatical errors of speech, and of expressing her own thoughts in pure, appropriate and ready utterance. She must have that presence, and self reliance, which generally accompanies ripe scholarship, experience, and a knowledge of the duties of the school-room. Many of our primary schools are ruined by illiterate and incompetent teachers.

2. Secondary Schools should receive scholars at the age of eight years, or about that age, gathered from a wider extent of territory than the Primary School, and carry them forward in those branches of instruction which lie at the foundation of all

useful attainments in knowledge, and are indispensable to the proper exercise and development of all the faculties of the mind, and to the formation of good intellectual tastes and habits of application. If the primary schools have done their work properly, in forming habits of attention, and teaching practically the first uses of language, and in giving clear ideas of the elementary principles of arithmetic, geography, and the simplest lessons in drawing, the scholars of a well conducted secondary school, who will attend regularly for eight or ten months in the year, until they are twelve years of age, can acquire as thorough knowledge of reading, penmanship, arithmetic, drawing, geography, history, and the use of the language in composition and speech, as is ever given in common or public schools, as ordinarily conducted, to children at the age of sixteen. For this class of schools, well qualified female teachers, with good health, self-command, and firmness, are as well fitted as male teachers. But if the school is large, both a male and female teacher should be employed, as the influence of both are needed in the training of the moral character and manners. This grade of schools should be furnished with class-rooms for recitations, and if large, with a female assistant for every thirty pupils. The Secondary School should cover all ground now occupied by our best District schools, in which the younger children are placed in a separate room under a female teacher.

3. High Schools should receive pupils from schools of the grade below, and carry them forward in a more comprehensive course of instruction, embracing a continuation of their former studies, and especially of the English language, and drawing, and a knowledge of algebra, geometry and trigonometry, with their applications, the elements of mechanics and natural philosophy and chemistry, natural history, including natural theology, mental and moral science, political economy, physiology, and the constitution of the United States. These and other studies should form the course of instruction, modified according to the sex, age, and advancement, and to some extent, future destination of the pupils, and the standard fixed by the intelligence and intellectual wants of the district—a course which should give to every young man a thorough English education, preparatory to the pursuits of agriculture, commerce, trade, manufactures,

and the mechanical arts, and, if desired, for college ; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and those resources of health, thought, manners and conversation, which bless alike the highest and lowest station in life. All which is now done in private schools of the highest grade, and where the wants of any considerable portion of the community create such private schools, should be provided for in the system of public schools, so that the same advantages, without being abridged or denied to the children of the rich and educated, should be open at the same time to worthy and talented children of the poorest parent. In some districts a part of the studies of this grade of schools, might be embraced in the Secondary Schools, which would thus take the place of the High School ; in others, the High School could be open for only portions of the year ; and in others, two departments, or two schools, one for either sex, would be required. However constituted, whether as one department, or two, as a distinct school, or as part of a secondary school, or an ordinary district school, and for the whole year, or part of the year, something of the kind is required to meet the wants of the whole community, and relieve the public schools from impotence. Unless it can be engrafted upon our common school system, or rather unless it can grow up and out of the system as a provision made for the educational wants of the whole community, then the system will never gather about it the warmth and sustaining confidence and patronage of all classes, and especially of those who know best the value of a good education, and are willing to spend time and money to secure it for their own children.

4. Intermediate schools or departments will be needed in large districts, to receive a class of pupils, who are too old to be continued, without wounding their self-esteem, in the school below, or interfering with its methods of discipline and instruction, and are not prepared in attainments, and habits of study, or from irregular attendance, to be arranged in the regular classes of the school above.

Connected with this class of schools there might be opened a school or department, for those who cannot attend school regularly, or for only a short period of the year, or who may wish

to attend exclusively to a few studies. There is no place for this class of scholars, in a regularly constituted, permanent school, in a large village.

5. Supplementary Schools, and means of various kinds should be provided in every system of public instruction, for cities and large villages, to supply deficiencies in the education of individuals whose school attendance has been prematurely abridged, or from any cause interfered with, and carry forward as far and as long as practicable into after life, the training and attainments commenced in childhood.

Evening schools should be opened for apprentices, clerks, and other young persons, who have been hurried into active employment without a suitable elementary education. In these schools, those who have completed the ordinary course of school instruction, could devote themselves to such studies as are directly connected with their several trades or pursuits, while those whose early education was entirely neglected, can supply, to some extent, such deficiencies. It is not beyond the legitimate scope of a system of public instruction, to provide for the education of adults, who, from any cause, were deprived of the advantages of school instruction.

Libraries, and courses of familiar lectures, with practical illustrations, collections in natural history, and the natural sciences, a system of scientific exchanges between schools of the same, and of different towns,—these and other means of extending and improving the ordinary instruction of the school-room and of early life, ought to be provided, not only by individual enterprise and liberality, but by the public, and the authorities entrusted with the care and advancement of popular education.

One or more of that class of educational institutions known as "Reform Schools," "Schools of Industry," or "Schools for Juvenile Offenders," should receive such children, as defying the restraining influence of parental authority, and the discipline and regulations of the public schools, or such as are abandoned by orphanage, or worse than orphanage, by parental neglect or example, to idle, vicious, and pilfering habits, are found hanging about places of public resort, polluting the atmosphere by their profane and vulgar speech, alluring to their bad practices, children of the same and other conditions of

life, and originating or participating in every street brawl or low-bred riot. Such children cannot be safely gathered into the public schools; and if they are, their vagrant habits are chafed by school discipline. They soon become irregular, play truant, are punished and expelled, and from that time their course is almost uniformly downward, until on earth there is no lower point to reach.

Accustomed, as many children have been from infancy, to sights and sounds of open and abandoned profligacy, trained to an utter want of self-respect, and the decencies and proprieties of life, as exhibited in dress, person, manners and language, strangers to those motives of self-improvement which spring from a sense of social, moral and religious obligation, their regeneration involves the harmonious co-operation of earnest philanthropy, missionary enterprise, and sanctified wisdom. The districts of all our large cities where this class of children are found, are the appropriate fields of systematized plans of local benevolence, embracing friendly intercourse with parents, an affectionate interest in the young, the gathering of the latter into week-day, infant, and primary schools, and schools where the use of the needle, and other forms of labor appropriate to the age and sex of the pupils can be given, the gathering of both old and young into sabbath schools and worshipping assemblies, the circulation of books and tracts of other than a strictly religious character, the encouragement of cheap, innocent, and humanizing games, sports and festivities, the obtaining employment for adults who may need it, and procuring situations as apprentices, clerks, &c., for such young persons as may be qualified by age, capacity, and character. By individual efforts, and the combined efforts of many, working in these and other ways, from year to year, these moral jungles can be broken up—these infected regions can be purified—these waste places of society can be reclaimed, and many abodes of penury, ignorance and vice can be converted by education, economy and industry, into homes of comfort, peace and joy.

I am not partial to the nomenclature, or the plan of classification above set forth,—but on the application of these principles, especially in our cities and large villages, depends the progress of the common schools.

VI. There is much to be done to make the places where the common schools are now kept, in all respects, "suitable" to the purposes for which they are provided—attractive, healthy and convenient structures, both for pupils and teachers.

If any reliance can be placed on the representations made by teachers and school visitors from two hundred and four out of the two hundred and seventeen school societies in the state, as collected from written communications to this department in the course of the last four years, a majority of our school-houses are badly located, badly ventilated, imperfectly warmed in winter, having uncomfortable seats and desks, without apparatus except a blackboard, and destitute of the most ordinary means of cleanliness and convenience. To this overwhelming mass of testimony (Appendix G) as to the necessity of immediate and thorough improvement in this portion of the educational field, I will here add an extract from a communication by a teacher of much experience and distinction, who received his education and commenced his experience in teaching in the district schools of this state. His remarks refer to the condition of school-houses in a single county—to three-fourths of which he had just made a personal visit.

OLD SCHOOL HOUSES.—These are the Antiquities of Connecticut, rude monuments of art, that must have had their origin coeval with the pyramids and catacombs, for aught we can learn to the contrary, save by the uncertain information of tradition. "It always stood there," says "the oldest inhabitant," when asked the date of the erection of one of them. Little brown structures of peculiar aspect, meek, demure, burrowing in some lone, damp and depressed spot, or perchance perched on the pinnacle of a rock as if too contemptible and abject to occupy a choice piece of earth,—exposed to the remorseless winds of winter, and the fervid rays of summer,—at one end a narrow and dingy entry, the floor covered with wood, chips, stones, hats, caps, odd mittens, old books, bonnets, shawls, cloaks, dirt, dinner baskets, old brooms, ashes, &c., all thrown together in the order as here catalogued,—the principal room retaining its huge stone chimney, which for generations boasted its ghastly fire-place, affording a ready oblivion to annual piles of green and snow soaked wood,—the burnt, smoked, scratched and scrawled wainscoting,—the battered and mutilated plastering,—the patched windows,—the crippled and ragged benches,—the desks which have endured a short eternity of whittling,—the masses of pulverized earth in constant agitation, filling the throat, eye and nostrils of the inmates,—the unmistakable compound of odors which come not from "Araby the blest"—all point to the remote antiquity of these buildings, and intimate the veneration in which they are held. That some of these structures are always to remain, does not seem to admit of a "reasonable doubt." The records of their origin, as we have seen are gone, and the testimony of the past few generations is conclusive that no change has been affected in their appearance from a remote period; hence the deduction that they are among the "things to remain," and never to pass away. Though the "annual miracle of nature" may not be vouchsafed to preserve them, yet like the monuments of the American Indians

which receive their annual votive offering of stones, and are thus rendered imperishable, so these "antiquities," receiving their semi-occasional patches upon windows, upon clapboards, roofs and floors, together with the autumnal embankment of earth around their base, and all these given and received obsequious to the *annual solemn* votes of the district,—stand, despite the advance of public opinion, the "war of elements," and "the tooth of time."

MODERN SCHOOL ARCHITECTURE. It is much to be regretted that a work similar to the "School House Architecture" had not been issued and circulated throughout the state some ten years ago, that such as have since that time erected new houses, (that are to stand forever,) might have consulted approved models for the size and forms of their structures, and improved plans for their internal arrangements. It would seem however, that enough had been said by the author of that work in his Annual Reports, and occasional addresses in the state, to have excited interest sufficient in those intending to build new houses, to extend their enquiries and observations beyond the limits of their own district, and beyond the pattern of their own recently condemned school house, and at least to select suitable locations for houses and necessary out-buildings, if not for a yard and play ground.

The material changes observed in the construction of new houses about the county, consist in placing the *end* of the building toward the street instead of the *side*, and giving a very narrow entry across the end of the building,—affording in some instances, two entrances into the school room, with only one into the entry. A portion of the entry is used for wood, which being thrown against the plastering, lays bare the lathing, making the building while yet new, bear the tokens of age. In a few instances only have two outside doors been observed, giving separate entrances to boys and girls.

In most instances where the building is not erected on the line of the highway, it is placed only so far back as to allow a straggling wood pile just outside the traveled path. An instance is not now remembered where the generosity of the district has given a play ground to the school aside from the *public common*, or the *traveled highway*.

The internal arrangements of the new houses are in *many instances*, exactly like those of their immediate predecessors, save that in all cases it is believed the old moveable slab benches, are superseded by permanent benches with backs. The windows, in all cases perhaps, in the new houses, have made a sensible step *downward* toward the floor; and the desks and seats of the larger scholars, have also been brought down from their inconvenient and dizzy heights, that their occupants may not be "while in, above the world."

Where change has been wrought in the fixtures of the room, the desks are almost always clumsy, occupying unnecessary portions of the room, and rendering them inconvenient for the evolutions of the school.

Ventilation has received a passing thought in the erection of most of the new houses, yet its importance is not probably fully appreciated, nor the best methods of securing it clearly understood. Some ventilate from the windows so successfully, as to part with the warm air almost entirely, and at the same time to retain the offensive gases and odors of the room. Some ventilators are placed in the ceiling in the corners of the rooms, others are placed immediately over the stove pipe—some are moveable, and moved with a cord,—others are simply a scuttle, expected to rise by the expansive power of the gases, as safety valves of engines operate by accumulation of steam.

The substitution of stoves (mainly box stoves,) for the engulfing fire place, as a means of warming school rooms is noticed in the new houses.

OF SCHOOL HOUSES GENERALLY. To ascertain if improvement has been effected in this class of structures in the state, we must resort to one or two devices of the astronomer, in observing the motions of the heavenly bodies, viz., to notice their respective positions at different and remote periods of time. The progress of improvement has been so slow, (if improvement has been made in school houses,) that an observer from year to year only, might be at a loss to know that such was the fact, but a comparison of the structures 15 or 20 years ago, with the buildings now occupied for schools, will doubtless enable one to say that *progress has been made*. It is stated on very creditable authority that in *some* societies and some towns, *one*, and in some instances, *more than one* house has been built, and one or more has been *painted*.

The contributions upon old hats, upon writing books that are "writ through," &c., &c., are levied less frequently than formerly to repel the winds at the windows,—fewer clapboards are now seen swinging gaily by a single nail, than in bye-gone days,—the asthmatic wheezing of the winds through the uncounted apertures is hushed, and the pupils enjoy an irrigation through the roof less frequently than formerly. Curtains are occasionally found to protect the eyes of the pupils from the blinding rays of the sun; the comfort of the smaller children is materially increased by the addition of backs to their hard seats; the desks and seats of the larger pupils have descended toward the floor; the use of stoves giving a comfortable temperature to the rooms instead of the former equatorial heat and the polar cold; in rare instances the ingenious designs in chalk and charcoal upon the walls and ceiling have retired behind a coating of whitewash, and the yawning fire-place has been plastered over. All these movements distinctly indicate that vitality at least exists among the people of this commonwealth, and that *the best good of their children, as they tell us, lies nearest their hearts.*

It is earnestly hoped that all persons will be open to conviction and receive the above statement of facts as a perfect demonstration of the earnestness of the community for the well being of the schools.

When we come to the *et ceteras* of the school rooms—such as shovel and tongs, brooms, brushes, bells, globes, sinks, wash-basins, towels, pegs, hooks and shelves for hats, clothing, &c., it is feared such great, such momentous changes—such rapid advances, will not appear to have been made; probably not three districts in the county have gone so fast, or so far in advance of the others as to have procured all these articles; probably not more than half a dozen districts have supposed it important, that even a mat and scraper are necessary for pupils to use after walking, perhaps a mile in the mud; yet we should be doing them injustice in not supposing that they really feel this quenchless interest, which they represent themselves as possessing for their children, and should greatly misjudge them if we supposed them not doing all in their power to encourage their children in obtaining useful knowledge, and in cultivating the minor virtues while in school.

OUT-BUILDINGS. An appalling chapter might be written, on the evils, the almost inevitable results of neglecting to provide these indispensable appendages to school houses in our state. Who can duly estimate the final consequences of the first shock given to female delicacy, from the necessary exposure, to which the girls in the public schools are inevitably subjected; and what must be the legitimate results of these frequent exposures during the school going years of youth? What quenchless fires of passion have been kindled within the bosom of the young of both sexes by these exposures,—fires that have raged to the consuming of personal happiness, to the prevention of scholastic improvement, and to the destruction of personal character? again, what *disgust* has been created in both sexes by the results of not having the appropriate retirements which nature imperiously demands? and finally, may not the disinclination, the aversion of large numbers of families, of mothers especially, to sending their daughters to the public schools, have been created by the sufferings they themselves have endured, from the above cause; and an unwillingness to subject the delicacy of their daughters to the obnoxious trial? Were the question not so peculiar as almost to defy examination, it is apprehended this would be found to be the truth. Will it not seem incredible, even to Connecticut men to be informed that less than one-half of the school houses in this commonwealth are without these necessary buildings? yet such is probably the fact—thus dooming thousands of girls to bear a loathsome burden of mortification, which they cannot remove without withdrawing from the schools. I have no *exact* data for the above estimate, yet it is probably not far below the truth, if indeed it is at all. So filthy are *most* of those that are provided, that they are not only quite useless, but disgusting in the extreme. In one society of nine schools but one out-house was provided, and that, I was informed, could only be reached in *dry* weather, such was its *location*; nor could it be used even then, such was its *condition*. This state of things, it would seem, should be utterly changed, and that speedily.

The general correctness of these statements and views as to a large number of school-houses, is confirmed by a communication received from another experienced teacher, who in the course of the last two years has visited one or more school-houses in every school society in the state. This communication contains descriptions of several school-houses, in large and wealthy districts, which are objectionable in every particular. There are a few very honorable exceptions, such as the new school-houses in Canton, Rockville, Hartford, &c.—a description of which will be found in the Appendix [H.] but as a general fact, if any reliance can be placed on the concurring testimony of so many witnesses, (Appendix G,) who speak from a personal knowledge of the school-houses in their several societies, Connecticut enjoys the bad preëminence of having the largest number of poor, and the smallest number of good school-houses among the New England States. During the past year, I have received frequent applications for copies of the treatise on School Architecture, which were purchased by my predecessor, under a vote of the Legislature, in 1848 ;—but as these copies had been distributed by him to the several societies, I could only respond by sending copies at my own expense and by furnishing a pamphlet of twenty-four pages, which has been prepared for a new edition of the above work. This pamphlet is herewith appended. To it I have added eight pages, containing a minute description of one of the best school edifices in the state, together with some useful directions respecting the construction of black-boards and crayons. No charge whatever is made to the state, for the use of these cuts and plates. I know of no way in which a small expenditure of money will do so much good as in the publication of a tract of one hundred pages, on the principles of school architecture with plans and descriptions of several of the best houses which have been erected in this and in other states, and which can be safely referred to for models for large and small districts.

The following are among the features which should be embraced in the plans and arrangements for a new school house, as far as the circumstances of each district will allow.

1. A location, healthy, accessible from all parts of the district ; retired from the dust, noise and danger of the highway ; attractive from its choice of sun and shade, and commanding in one or more directions, the cheap, yet priceless educating influence of fine scenery.

2. A site large enough to admit of a yard in front of the building, either common to the whole school or appropriated to greensward, flowers and shrubbery, and two yards in the rear, one for each sex, properly inclosed and fitted up with rotary swings and other means of recreation and exercise, and with privies, which a civilized people never neglect.

3. Separate entrances to the school-room for each sex, each entrance distinct from the front door, and fitted up with scraper, mats and old broom for the feet ; with hooks, shelves, &c. for hats, over-coats, over-shoes and umbrellas ; with sink, pump, basin and towels ; and with broom and duster, and all the means and appliances, necessary to secure habits of order, neatness and cleanliness.

4. School-room, in addition to the space required by aisles and the teacher's platform, sufficient to accomodate with a seat not only each scholar in the district who is in the habit of attending school, but all who may be entitled to attend, with verge enough to receive the children of industrious, thoughtful and religious families, who are sure to be attracted to a district which is blessed with a good school house and a good school.

5. At least one spare room for recitation, library and other uses, to every school-room, no matter how small the school may be.

6. An arrangement of the windows so as to secure one blank wall, and at the same time, the cheerfulness and warmth of the sunlight, at all times of the day, with arrangements to modify the same by blinds, shutters or curtains.

7. Apparatus for warming, by which a large quantity of

pure air from outside of the building, can be moderately heated and introduced into the room, without passing over a red-hot iron surface and, distributed equally to different parts of the room.

8. A cheap, simple and efficient mode of ventilation, by which the air in every part of a school-room, which is constantly becoming vitiated by respiration, combustion or other causes, may be constantly flowing out of the room and its place filled by an adequate supply of fresh air, drawn from a pure source, and admitted into the room at the right temperature, of the requisite degree of moisture, and without any perceptible current.

9. A desk, with at least two feet of top surface, and in no case for more than two pupils, inclined towards the front edge one inch in a foot, except two or three inches of the most distant portion, which should be level, and covered with cloth to prevent noise—fitted with an ink-pot (supplied with a lid and a pen-wiper,) and a slate, with a pencil and sponge attached, and supported by end-pieces or stanchions, curved so as to be convenient for sweeping and to admit of easy access to the seat—those of varying heights for small and large pupils, the front edge of each desk being from seven to nine inches (seven for the lowest and nine for the highest) higher than the front edge of the seat or chair attached.

10. A chair or bench for each pupil, and in no case for more than two, unless separated by an aisle, with a seat hollowed like an ordinary chair, and varying in height from ten to seventeen inches from the outer edge to the floor, so that each pupil, when properly seated, can rest his feet on the floor, without the muscles of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back, rising above the shoulder-blades.

11. An arrangement of the seats and desks, so as to allow of an aisle or free passage of at least two feet around the room, and between each range of seats for two scholars, and so as to bring them under the supervision of the teacher.

12. Arrangements for the teacher, such as a separate closet for his over-coat, &c., a desk for his papers, a library of books of reference, maps, apparatus, and all such instrumentalities,

by which his capacities for instruction may be made in the highest degree useful.

13. Accommodations for a school library for consultation and circulation among the pupils, both at school and as a means of carrying on the work of self-education at their homes, in the field or in the work-shop, after they have left school.

14. A design in good taste and fit proportion, in place of the wretched perversions of architecture, which almost universally characterize the district school houses of New England.

15. While making suitable accommodations for the school, it will be a wise, and all things considered, an economical investment, on the part of many districts, to provide apartments in the same building or in its neighborhood, for the teacher and his family. This arrangement will give character and permanence to the office of teaching, and at the same time, secure better supervision for the school house and premises, and more attention to the manners of the pupils out of school. Provision for the residence of the teacher, and not unfrequently a garden for his cultivation, is made in connection with the parochial schools in Scotland and with the first class of public schools in Germany.

16. Whenever practicable, the privies should be disconnected from the play-ground, and be approached from a covered walk. Perfect seclusion, neatness and propriety should be observed in relation to them.

17. A shed, or covered walk, or the basement story paved under feet, and open for free circulation of air for the boys; and an upper room, with the floor deafened and properly supported, for calisthenic exercises for the girls, is a desirable appendage to every school.

The following are among the most important principles to be regarded, in provisions for the ventilation of a school-room or any large hall.

1. The location of the school house must be healthy and all causes—such as defective drains, stagnant water, decaying animal or vegetable substances, and manufacturers, whose operations evolve offensive and deleterious gases—calculated

to vitiate the external atmosphere, from which the air of the school-room is supplied must be removed or obviated.

2. The means provided for ventilation must be sufficient to secure the object, independent of doors and windows and other lateral openings, which are intended primarily for the admission of light, passage to and from the apartment and similar purposes. Any dependence on the opening of doors and windows, except in summer, will subject the occupants of the room near such points to currents of cold air when the pores of the skin are open, and when such extreme and rapid changes of temperature are particularly disagreeable and dangerous.

3. Any openings in the ceiling for the discharge of vitiated air into the attic, and hence to the exterior of the building, or by flues carried up in the wall, no matter how constructed or where placed, cannot be depended on for purposes of ventilation, unless systematic arrangements are adopted to effect in concert with such openings, the introduction and diffusion of a constant supply of pure air, in the right condition as to temperature and moisture.

4. All stoves, or other apparatus, standing in the apartment to be warmed and heating only the atmosphere of that apartment, which is constantly more and more vitiated by respiration and other causes, are radically defective, and should be altogether, without delay, and forever discarded.

5. Any apparatus for warming pure air, before it is introduced into the school-room, in which the heating surface becomes *red-hot*, or the air is warmed above the temperature of boiling water, is inconsistent with true ventilation.

6. To effect the combined efforts of warming and ventilation, a large quantity of moderately heated air should be introduced in such a manner as to reach every portion of the room, and be passed off by appropriate openings and flues, as fast as its oxygen is exhausted, and it becomes vitiated by carbonic acid gas, and other noxious qualities.

7. The size and number of the admission flues or openings will depend on the size of the school-room and the number of persons occupying the same; but they should have a capacity to supply every person in the room, with at least five cubic feet

of air per minute. Warm air can be introduced at a high as well as a low point from the floor, provided there is an exhaustive power in the discharging flues, sufficient to secure a powerful ascending current of vitiated air from openings near the floor.

8. Openings into flues for the discharge of vitiated air, should be made at such points in the room, and at such distances from the openings for the admission of pure warm air, that a portion of the warm air will traverse every part of the room and impart as much warmth as possible, before it becomes vitiated and escapes from the apartment.

These openings can be made near the floor, at points most distant from the admission flues, provided there is a fire draught or other power operating in the discharging flues, sufficient to overcome the natural tendency of the warm air in the room to ascend to the ceiling; otherwise they should be inserted in or near the ceiling.

Openings at the floor are recommended, not because carbonic acid gas, being heavier than the other elements of atmospheric air, settles to the floor, (because, owing to the law of a diffusion of gases among each other, carbonic acid gas will be found equally diffused throughout the room,) but because, when it can be drawn off at the floor, it will carry along with it the cold air which is admitted by open doors and at cracks and crevices, and also the offensive gases sometimes found in school-rooms.

9. All openings, both for the admission and discharge of air should be fitted with valves and registers to regulate the quantity of air to pass through them. The quantity of air to be admitted should be regulated before it passes over the heating surface; otherwise, being confined in the air chamber and tubes, the excessive heat will cause much injury to the pipes and to the wood-work adjoining.

10. All flues for ventilation, not intended to act in concert with some motive power, such as a fan, a pump, the mechanism of a clock, a fire-draught, a jet of steam, &c., but depending solely on the spontaneous upward movement of the column of air within them, should be made large, (of a capacity equal to at least 18 inches in diameter,) tight, (except the

openings at the top and bottom of the room,) smooth, (if made of boards, the boards should be seasoned, match and planed; if made of bricks, the flue should be round and finished smooth,) and carried up on the inside of the room, or in the inner wall, with as few angles and deviations from a direct ascent as possible, above the highest point of the roof.

11. All flues for the discharge of vitiated air, even when properly constructed and placed, and even when acting in concert with a current of warm air flowing into the room, should be supplied with some simple, reliable exhaustive power, which can be applied at all seasons of the year, and with a force varying with the demands of the season and the condition of the air in the apartment.

12. The most simple, economical and reliable motive power available in most school houses is heat, or the same process by which the natural upward movements of air are induced and sustained. Heat can be applied to the column of air in a ventilating flue,

1. By carrying up the ventilating flue close beside or even within the smoke flue, which is used in connection with the heating apparatus.

2. By carrying up the smoke-pipe within the ventilating flue, either the whole length, or in the upper portion only. In a small school-room, the heat from a smoke-pipe carried up for a few feet only in the ventilating flue, before it projects above the roof, is a motive power sufficient to sustain a constant draught of cool and vitiated air into an opening near the floor.

3. By kindling a fire at the bottom or other convenient point, in the ventilating flue.

If the same flue is used for smoke from the fire, and vitiated air from the apartment, some simple self-acting valve or damper should be applied to the opening for the escape of the vitiated air, which shall close at the slightest pressure from the inside of the flue, and thus prevent any reverse currents or down draughts carrying smoke and soot into the apartment.

4. By discharging a jet of steam, or a portion of warm air from the furnace or other warming apparatus, directly into the ventilating flue.

Any application of heat by which the temperature of the air in the ventilating flue can be raised above the temperature of

the apartment to be ventilated, will cause a flow of air from the apartment to sustain the combustion, (if there is a fire in the flue,) and to supply the partial vacuum in the flue, which is caused by the rarefaction of the air in the same.

In all school buildings, where several apartments are to be ventilated, the most effectual and all things considered, the most economical mode of securing a motive power is to construct an upright brick shaft or flue, and in that to build a fire, or carry up the smoke-pipe of the stove, furnace, or other warming apparatus; and then to discharge the ventilating flues from the top or bottom of each apartment, into this upright shaft. The fire draught will create a partial vacuum in this shaft, to fill which, a draught will be established upon every room upon which it is connected by lateral flues. Whenever a shaft of this kind is resorted to, the flues for ventilation may be lateral, and the openings into them may be inserted near the floor.

13. With a flue properly constructed, so as to facilitate the spontaneous upward movement of the warm air within it, and so placed that the air is not exposed to the chilling influence of external cold, a turncap, constructed after the plan of Emerson's Ejector, or Mott's Exhausting Cowl, will assist the ventilation and especially when there are currents in the atmosphere. But such caps are not sufficient to overcome any considerable defects in the construction of the ventilating flues, even when there is much wind.

14. The warming and ventilation of a school-room will be facilitated by applying a double sash to all the windows having a northern and eastern exposure.

15. In every furnace and on every stove, a capacious vessel well supplied with fresh water, and protected from the dust, should be placed.

16. Every school-room should be supplied with two thermometers placed on opposite sides in the room, and the temperature in the winter should not be allowed to attain beyond 68° Fahrenheit at a level of four feet from the floor, or 70° at the height of six feet.

17. The necessity for ventilation in an occupied apartment is not obviated by merely reducing the atmosphere to a low temperature.

VII. The means now provided for the support of common schools are insufficient in amount, and are not raised and appropriated in such ways as to secure the highest practicable equality of the best school privileges to all of the children of the state.

I have not the time or materials at hand to discuss this subject with the fullness which its importance demands. It involves much of the peculiarity of our school system, and the efficient working of any system. Without the means, at once certain and sufficient, to provide good school-houses, good books, good teachers, and good supervision, for a sufficient number of schools, there cannot be the highest degree of efficiency in any school law, however perfect in other respects. In my opinion it is both just and expedient to provide liberally, but not exclusively, by state endowment, for the support of public instruction. As education is a want not felt by those who need it most, for themselves or their children,—as it is a duty which avarice and a short-sighted self-interest may disregard,—as it is a right which is inherent in every child, but which the child cannot enforce, and as it is an interest both public and individual, which cannot safely be neglected, it is unwise and unjust to leave it to the sense of parental duty, or the unequal and insufficient resources which individuals, and local authorities, under the stimulus of ordinary motives, will provide. If it is thus left, there will be the educated few, and the uneducated many. This is the uniform testimony of all history. The leading object should be, for the state to stimulate and secure, but not supersede the proper efforts of parents and local authorities, and to see that the means thus provided are so applied as to make the advantages of education as equal as the varying circumstances of families and local communities will admit. If brought to the test of these principles, our present mode of supporting education will be found deficient. The schools are every where placed on a short allowance, and the children of the state are subjected to the most gross inequalities of school privileges. As the means realized out of permanent public funds have increased, the means provided by parents, towns, societies and districts have diminished in nearly the same proportion. At first, towns and societies were released from the legal obligation to raise money by tax for school pur-

poses ; and with this obligation the habit of doing so, which commenced with our existence as a people, almost immediately ceased. The practice of parental contribution towards the expenses of the school, for board of the teacher, fuel, and other incidental expenses, which was at first rendered absolutely necessary in order to continue the school in certain towns eleven months, and in all, at least six months in the year, was gradually relaxed, until in a majority of the districts the school is kept open just long enough, under a teacher at the lowest rate of compensation at which a young person without experience and without intending to make teaching a business, can be employed, to use up the public money derived from the state or town. Even the custom of "boarding" the teacher,—a custom better honored in the breach than in the observance,—is complied with so grudgingly and reluctantly by many families, that teachers with any degree of self-respect, will not long continue to subject themselves to the annoyance of this mode of begging their bread. The result is, that taxation for common school purposes, except to build and repair school-houses, and that on the most penurious scale, is almost entirely abandoned by parents, districts and societies, and the right even is disputed and denied.

But I cannot pursue this or any topic connected with the present operation of our schools, or school system, further at this time. It was my intention to have presented a few facts and considerations touching the qualifications, examination and compensation of teachers,—the practice of "boarding round,"—the constant change of teachers in the same district from season to season and year to year,—the annoyance and exposure to which teachers are subjected by vexatious and malicious lawsuits for acts of necessary discipline in their schools,—the studies and course of instruction in the district schools, and the results as to the health, manners, morals, intellectual discipline, and above all, the moral training, of the children who are dependent on these schools for their education,—the evils of a diversity of text books in the same school, and the schools of the same society, and the most effectual way of remedying the same,—and the modification of our plan of society supervision by the appointment of a county or senatorial district board. Should the

plan of lectures and publication proposed under the following division of my Report be sanctioned by the Legislature, these several topics will be discussed with more fulness, and practical detail, than they can possibly be in a single report.

Having received frequent applications for copies of the Annual Report from this office for 1846, containing Prof. Porter's "*Prize Essay on the Improvement of the Common Schools in Connecticut*," which I could not supply, I append the Essay to this document. It indicates, with a master's hand, the necessity of immediate action, and the directions in which efforts can be put forth to the best advantage. Several of the suggestions have already been acted upon, at least a beginning has been made, in the holding Teacher's Institutes, and the establishment of a Normal School; but the necessity for persevering action in the same and in other directions, is as pressing now as it was in 1846.

PLANS FOR THE IMPROVEMENT OF THE SCHOOLS AND OF THE SYSTEM.

So far as I am permitted to act as Superintendent of Common Schools, my first and main object will be to ascertain the condition of the schools in every district and society in the state, and the actual working of existing laws for their organization and administration, as the only basis of any safe legislative, or local action on the subject. This I propose to do,

1. By personal inspection and enquiry.
2. By the official reports of school visitors now required by law to be made annually to the school society, and this office.
3. By circulars addressed to teachers, school officers, and individuals known to be interested in the improvement of the schools.
4. By employing individuals to visit societies and districts from which no returns can be obtained through the teachers and officers of the same.
5. By inviting a full and free statement of facts relating to school houses, the attendance of children at school, text books, teachers and supervision—in the public meetings which may be held in different parts of the state.

Having ascertained the actual condition of the schools, my next step will be to disseminate the information thus obtained as fast and as widely as possible among the people themselves, and to awaken in parents, teachers, school committees and the public generally, an inquiring, intelligent and active interest in everything that relates to the advancement of common schools, and of popular education in the state. Among the means and agencies to which resort will be had the following may be specified.

1. By public lectures.

As the most direct and efficient agency in rousing public attention, and disseminating information. Arrangements will be made for holding at least one public meeting in every school society, and large neighborhood, and, should I be able to enlist the necessary coöperation, possibly in every district, for familiar and practical addresses and discussions on topics connected with the existing state and improvement of the schools in respect to organization, administration, classification, instruction and discipline. These meetings will not only be open to all who may be disposed to attend, but the greatest latitude of discussion will be allowed to any citizen of the state to present his own views on any of the topics discussed.

2. By the public press.

An effort will be made to enlist the conductors of the various newspapers published or circulated in the state to appropriate a larger portion of their columns than is now done to suitable articles on schools and education.

3. By the publication of a series of Essays or Tracts in which the most important topics shall be freely and thoroughly discussed. In this series of essays it is proposed to discuss certain subjects with more fullness and thoroughness than would be allowable in the columns of a newspaper, or even in a regular report from this department. The following are among the subjects for the elucidation of which the material is in part already gathered.

1. The history and state of the legislation of Connecticut, respecting common schools, with a digest of the most important features in the school systems of other states and countries.

It is proposed in this document to show in what particulars

we have departed from the original policy and practice of the state, in what way, we can make our existing provisions for education more efficient, and in what respects, we may profit by the experience of other states and countries.

2. An account of the common schools, and other means of popular education, such as libraries, lectures, &c., in every school society in the state.

After all the efforts which have been made during the past twelve years, there has never been the material collected, from which the condition of the common schools in respect to the territorial extent and population of the several districts, the number of children of the proper school age, and the attendance of the same at school, the length of time the schools were taught, the condition of the school houses, as to location, yard, size, repairs, ventilation, warmth, seats, apparatus and appendages, the classification and proficiency of the scholars, the studies and text-books, the teachers, their age, education, experience, methods of instruction and government, compensation, success and supervision, the manifestations of parental and public interest, and the cost of supporting the schools, and sources from which the annual expenses are met—in these and other particulars, could be presented for every school society in a single document. Such a document would be, in many respects, highly creditable to the state, and would enable every society and district to judge not only of its actual, but of its relative condition, as compared with other societies and districts. To give greater value to this document, I propose to institute a comparison so far as published, official documents will enable me to do so, between the condition of our schools, and those of the neighboring states of Rhode Island, Massachusetts and New York in towns and districts having the same population and wealth.

3. Practical hints for the construction and internal arrangements of school houses.

Public attention is already aroused in many districts, to the evils and inconveniences of the old, dilapidated and unventilated structures now occupied by the schools, and the relations which a good school house bears to a good school, and it is proposed to aid the efforts which may be put forth in such dis-

tricts by circulating a pamphlet, in which practical hints and approved plans for structures of this kind shall be set forth, and builders and committees be referred to such buildings as have been recently erected in this and other states, which can be safely designated as models.

4. Attendance and Classification of children at school.

In this pamphlet, the various methods which have been found effective in securing the punctual and regular attendance of children of a proper school age at school, will be presented, and the general principles on which the schools of a district, society, or town should be classified will be discussed.

5. System of common schools for cities and large villages.

The object of this document will be to exhibit the present condition of the common schools in the cities and large villages of Connecticut in contrast with the condition of the same class of schools in cities and villages of the same population and wealth in other parts of New England, and at the same time to point out the way in which our own can be immediately and economically improved.

6. The State Normal School.

To present an account of the organization and course of instruction of our State Normal School, with the history of the Normal School or Teachers' Seminary in the various states and countries where it has been established, with an account of the course of instruction pursued in one or more of the best schools of this class, in each country and state where they are in successful operation, will be the object of this pamphlet. It will also contain notices of Teachers' Institutes, Teachers' Associations, Books on the Theory and Practice of Teaching, and all the ordinary agencies by which good teachers are educated, trained and improved. To make this document particularly useful to teachers and all others who would acquaint themselves with the best thoughts of the best writers on education, it will contain an index to the most important topics connected with the organization, classification, instruction and discipline of schools, discussed in the books whose titles are published.

7. Text Books and Apparatus.

To aid teachers, school committees, and parents generally in the selection of text books, a catalogue of the best books, or

at least of the books which have an established reputation among good teachers and educators, will be published, with the name and place of the publishers, and the price at which the books can be purchased. A list of such apparatus as will be found indispensable and useful in each grade of school, will also be published together with the price of each article.

8. Supervision of schools.

In this document the duties of the several officers created or recognized in our laws in reference to the education of children and the management of the common schools will be reviewed with suggestions for making the discharge of their duties more simple, effective, and harmonious. I shall aim in particular, to show how the examination of candidates for teaching can be so conducted as to secure a common standard of qualification in teachers of the same class of school in different towns—how an uniformity of text books in the schools of the same and adjoining societies can be introduced—and how the visitation of schools can be so conducted as to give vigor and life to the operations of the schools and the system.

9. Support of schools.

An attempt will be made in this pamphlet to exhibit the amount of money necessary to carry out a system of common schools in the state, the manner in which the same shall be raised, the principles on which it should be distributed, and the check which must be applied to prevent its misapplication, and ascertain the result of its expenditure. Some tables will be annexed to show the sums now raised for the support of public instruction in different states and countries, and the modes of appropriating the same.

10. Parental and public interest.

The necessity of a general, intelligent, active and constant interest on the part of parents and the whole community in the school and the education of children, will be pointed out in this document, as well as the means and modes by which this interest can be created and maintained. As soon as parents begin to read, listen, think, talk and act on the subject of schools as they do about making money, or carrying an election, or propagating a creed, there will be less occasion of complaint of

dilapidated school-houses, poor teachers and sleepy supervision ; then the people will demand better, and will have them.

The plans which I have above suggested, seem to me practical, although their successful prosecution will involve much labor, and many agencies. It will also require pecuniary aid from the state, but the expense, when compared with the amount of work to be done, and agencies to be employed, will be inconsiderable. If allowed by the Legislature, for the purpose of holding Institutes, the same sum which was allowed to my predecessor in 1846 and 47, and is allowed in other states for similar purposes, I will engage to hold at least one Institute in each county,—to attend myself or secure the attendance of an experienced teacher and lecturer at every meeting which the associated teachers of each county may appoint,—and in the course of the year to secure the delivery of an address on the subject of our common schools,—their condition and improvement, in at least every one of our two hundred and seventeen school societies. As to the other branch of the plan,—I will enter upon the publication of the reports or pamphlets in such order, and to such extent, and in such manner, as the General Assembly may direct, and complete the same as early as practicable ; engaging not to call for one dollar from the treasury for any one of these publications, until a like sum shall be placed at the disposal of any committee which the Legislature may designate, to be expended for the same purpose.

HENRY BARNARD,

Superintendent of Common Schools.

HARTFORD, May 22, 1850.

APPENDIX.

- A. Legislation in 1849 respecting Common Schools.
 - 1. Act respecting State Normal School.
 - 2. Act respecting Superintendent of Common Schools.
- B. Proceedings of Teacher's Institutes for 1849.
- C. Teacher's Associations.
- D. Table showing Number of School Societies and School Districts in each County, &c.
- E. Evening Schools—Schools of Industry.
- F. Topics for Discussion at Teacher's Meetings, &c.
- G. Extracts from Reports of School Visitors for 1846 to 1849, respecting School-houses.
- H. Plans of School-houses recently erected.
- I. Circular respecting Returns from each School District.
- K. Extracts from Reports of School Visitors respecting condition of the Common Schools in 1849.
 - 1. Parental and Public Interest.
 - 2. School-houses.
 - 3. Attendance.
 - 4. Classification.
 - 5. Teachers.
 - 6. Teacher's Institutes,—Teacher's Associations.
 - 7. School Government.
 - 8. Text Books and Apparatus.
 - 9. County Superintendents.
 - 10. Taxation for School purposes.
- L. Prize Essay for the Improvement of Common Schools in Connecticut.

Appendix B, C, F, G, and K, are omitted in the printing.

A—1.

AN ACT FOR THE ESTABLISHMENT OF A STATE NORMAL SCHOOL.

SEC. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* There shall be established, as hereinafter provided, one Normal School, or seminary for the training of teachers in the art of instructing and governing the common schools of this state; the object of which Normal School, or seminary, shall be, not to educate teachers in the studies now required by law, but to receive such as are found competent in these studies, in the manner hereinafter provided, and train them in the best methods of teaching and conducting common schools.

SEC. 2. There shall be appointed, by the Legislature, eight trustees of said Normal School, one from each county in the state; two of whom shall, in the first instance, hold their office for one year, two for two years, two for three years, and two for four years,—the term of office to be by them determined, by lot or otherwise; the vacancies to be filled by appointment by the Legislature, for the residue of the term which shall so become vacant; and the Superintendent of Common Schools, ex-officio, shall also be a member of said board.

SEC. 3. The expenses necessarily incurred by said trustees, in the discharge of their duties, shall be defrayed out of the funds herein appropriated for the support of said school; and they shall receive no compensation for their services.

SEC. 4. To said board of trustees shall be committed the location of said school; the application of the funds for the support thereof; the appointment of teachers, and power of removing the same; the power to prescribe the studies and exercises of the school, rules for its management, and granting diplomas; and they shall report annually to the Legislature their own doings, and the progress and condition of the school, and the said trustees are hereby authorized to change the location of said Normal school, from time to time, as they deem best for the interest of said school, and for the accommodation of the pupils in the different parts of the state, provided suitable buildings and fixtures are furnished without expense to the state.

SEC. 5. The number of pupils shall not exceed two hundred and twenty; and the visitors of each school society in the state shall be requested to forward to the Superintendent of Common Schools, annually, the names of four persons, two of each sex, applicants for admission to said school, whom the said visitors shall certify they have examined and approved as possessed of the qualifications required of teachers of common schools in this state; which applicants shall have given to said visitors a written declaration, signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of common school teachers; and that it is their intention to engage in that employment in this state, which applicants the said visitors shall recommend to the trustees as suitable persons, by their age, character, talents and attainments, to be received as pupils in the Normal school. The trustees shall select by lot, from the whole number of applicants from each county, the proportion of pupils to which such county is entitled by its population, of male and female, each an equal number: *Provided*, that not more than one shall be admitted from any school society, till each society, from which an application is made, shall have a pupil in the school. The trustees shall forward to each pupil, so appointed, a certificate of his appointment, returning also to the principal a list of pupils appointed to the school. If there shall not be a sufficient number of applicants from any county, to fill the number of appointments allowed to such county, the trustees shall fill the vacancy by lot from among the whole number of remaining applicants. To all pupils so admitted to the school, the tuition and all the privileges of the school shall be gratuitous.

SEC. 6. The said trustees are authorized to make provisions for a *Model Primary School*, under a permanent teacher approved by them, in which the

pupils of the Normal school shall have opportunity to practice the modes of instruction and discipline inculcated in the Normal school.

SEC. 7. For the support of said Normal school, there is hereby appropriated the bonus derived from the "State Bank," and the interest which may accrue thereon; from which the sum of twenty-five hundred dollars, annually, for the term of four years, shall be paid to said trustees, with said interest, by order of the Comptroller, on the Treasurer of the State; no part of which sum shall be expended in any building or fixtures for said school.

Approved, June 22d, 1849.

A—2.

AN ACT IN ALTERATION OF "AN ACT CONCERNING EDUCATION."

SEC. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* The Principal of the State Normal School, shall be, ex-officio, Superintendent of Common Schools, whose duty it shall be to exercise a general supervision over the common schools of the state, to collect information from school visitors in the manner provided in the twenty-fifth section of the Act concerning Education and from other sources, to prepare and submit an annual report to the General Assembly, containing a statement of the condition of the common schools of the state, plans and suggestions for the improvement and better organization of the common school system, and all such matters relating to his office and to the interests of education as he shall deem expedient to communicate.

SEC. 2. That the Superintendent appointed by virtue hereof be, and he is hereby authorized and directed to hold at one convenient place in each county of the state in the months of September, October or November annually, schools or conventions of teachers, for the purpose of instructing in the best modes of governing and teaching our common schools, and to employ one suitable person to assist him at each of said schools.

SEC. 3. That the compensation of the Superintendent shall be three dollars per day, in full for his services while actually employed in performing the duties required of him by law, and shall be allowed his necessary disbursements for traveling expenses, stationery, printing and clerk-hire, in the business of said office. And the person or persons by him employed in assisting at said school shall be allowed not exceeding three dollars per day for the time occupied in traveling to and from, and attending said school conventions; which compensation and disbursements shall be paid from the civil list funds of the state, after being taxed and allowed by the Comptroller, who shall draw an order on the State Treasurer therefor.

SEC. 4. The Superintendent of Common Schools be, and he is hereby directed to give seasonable notice to each school society of the times and places of holding said schools or conventions, and such other notice to the teachers as he may deem expedient.

SEC. 5. That so much of the tenth section of the Act concerning Education as constitutes the Commissioner of the School Fund, ex-officio, Superintendent of Common Schools, and the resolve, passed in 1848, providing for employing persons to hold schools of teachers, and for holding the same, be, and the same are hereby repealed. *Provided*, that the Commissioner of the School Fund shall, ex-officio, remain Superintendent of Common Schools, exercising all the powers heretofore conferred on him, until the Principal of the State Normal school shall be appointed, and enter on the duties of said appointment.

Approved, June 22d, 1849.

D. TABLE SHOWING THE NUMBER OF TOWNS, SCHOOL SOCIETIES AND SCHOOL DISTRICTS.

| | Number of Towns. | | Number of School Societies. | | No. of Children over 4 and under 16 y's of age. | | Average number to each Society. | | Number of School Districts. | | Average number of Children to each District. | | No. of Districts having 1000 children. | | No. of Districts having 500 and less than 1000. | No. of Districts having 400 and less than 500. | No. of Districts having 300 and less than 400. | No. of Districts having 200 and less than 300. | No. of Districts having 100 and less than 200. | No. of Districts having 90 and less than 100. | No. of Districts having 80 and less than 90. | No. of Districts having 70 and less than 80. | No. of Districts having 60 and less than 70. | No. of Districts having 50 and less than 60. | No. of Districts having 40 and less than 50. | No. of Districts having 30 and less than 40. | No. of Districts having 20 and less than 30. | No. of Districts having 10 and less than 20. | No. of Districts having under 10. |
|------------------|------------------|-----|-----------------------------|-----|---|----|---------------------------------|---|-----------------------------|----|--|----|--|----|---|--|--|--|--|---|--|--|--|--|--|--|--|--|-----------------------------------|
| Hartford County. | 23 | 34 | 15,010 | 529 | 264 | 89 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 12 | 18 | 22 | 33 | 45 | 37 | 35 | 25 | 4 |
| New Haven " | 23 | 31 | 14,937 | 481 | 218 | 69 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 4 | 10 | 12 | 23 | 23 | 48 | 39 | 21 | 9 |
| New London " | 18 | 27 | 13,095 | 485 | 221 | 56 | 2 | 4 | 9 | 2 | 9 | 9 | 2 | 9 | 2 | 9 | 2 | 9 | 2 | 4 | 4 | 9 | 12 | 24 | 23 | 45 | 53 | 29 | 2 |
| Litchfield " | 22 | 32 | 11,422 | 357 | 291 | 39 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 8 | 8 | 15 | 26 | 36 | 58 | 67 | 49 | 11 |
| Fairfield " | 22 | 29 | 14,947 | 515 | 238 | 63 | 2 | 4 | 20 | 9 | 11 | 13 | 16 | 36 | 40 | 42 | 27 | 16 | 1 | 7 | 11 | 13 | 16 | 26 | 36 | 40 | 42 | 27 | 1 |
| Windham " | 14 | 26 | 7,997 | 307 | 165 | 48 | 1 | 1 | 9 | 7 | 4 | 6 | 8 | 15 | 21 | 27 | 37 | 35 | 21 | 4 | 4 | 6 | 8 | 15 | 21 | 37 | 35 | 21 | 1 |
| Middlesex " | 11 | 19 | 6,661 | 350 | 123 | 54 | 1 | 2 | 4 | 4 | 4 | 5 | 10 | 11 | 13 | 15 | 29 | 23 | 4 | 4 | 5 | 10 | 11 | 13 | 22 | 29 | 23 | 23 | 4 |
| Tolland " | 13 | 19 | 4,986 | 262 | 129 | 38 | 1 | 1 | 4 | 4 | 4 | 3 | 1 | 7 | 12 | 22 | 29 | 39 | 11 | 2 | 3 | 1 | 7 | 12 | 22 | 29 | 39 | 11 | 2 |
| | 146 | 217 | 92,055 | 424 | 649 | 54 | 2 | 6 | 7 | 14 | 86 | 39 | 56 | 75 | 103 | 179 | 234 | 325 | 318 | 175 | 30 | 30 | 103 | 179 | 234 | 325 | 318 | 175 | 30 |

E.

EVENING SCHOOLS—INDUSTRIAL SCHOOLS—PUBLIC LIBRARIES

No system of popular education, especially for cities and manufacturing villages, would be complete which did not provide for the establishment of Evening Schools, for apprentices, clerks and other young persons, who have been hurried into active employment without a suitable elementary education; Industrial Schools for a class of children who, abandoned by orphanage, or worse than orphanage, by parental neglect or example, to idle, vicious and pilfering habits, are found loitering in the streets, or hanging about places of public resort, polluting the atmosphere by their profane and vulgar speech, seducing to their own bad practices children of the same and other condition of life, and originating or participating in every street brawl and low-bred riot;—School District Libraries and all that class of means and agencies by which the discipline and instruction given in the common schools of every grade, can be continued, or any deficiency in these respects can be supplied,—but especially good books, selected in reference to the intellectual wants of the old and young, as the great instruments of self-culture, the inexhaustable fountains of pleasure and recreation to all classes, and the garnered wisdom of the best and greatest minds of our own and other times, of our own and other countries. The following historical notice of some of these new agencies of popular education may suggest to inquiring minds, useful hints and plans of operation.

EVENING SCHOOLS.

Extract from a Communication by Rev. Edwin M. Stone, Minister at large in the city of Providence, R. I., dated January 22nd, 1849.

Dear Sir:—I very cheerfully comply with your request to furnish you with some account of the evening school connected with the ministry at large in this city, together with such information of similar institutions elsewhere, as is at present in my possession.

This school was begun seven years ago, by the voluntary efforts of the teachers in our Sunday School. It is, I believe, with one exception, the oldest institution of the kind in New England. It was opened to meet a class of wants then existing, and every year since increasing, that were not supplied by the day schools. It was found that a very large number of children and youth of both sexes, did not attend the Public Schools—some, because they were destitute of decent clothing; others, because their parents were too poor to dispense with the income derived from their labor; and others, because they were unwilling to betray their deficiencies before pupils farther advanced, though younger, than themselves.

Besides the many between the ages of six and twelve years embraced in this enumeration, there were large numbers of boys and girls, of fifteen and sixteen years, who had not yet mastered the lessons of the spelling book, and who could with difficulty read words of three letter. These would gladly attend an evening school, whose pupils were alike deficient, when they could not be persuaded to enter a public school, where they must rank with the primary division, and stand in class with the smallest children. These, with other causes, were accumulating an alarming amount of juvenile ignorance, to ripen, in a few years, into adult vice.

Such were the circumstances under which this school was established. It has been continued to this day a voluntary institution, free to all, and

deriving its support from friends who have appreciated its design. In the beginning, it was an experiment, and were this the appropriate place, it would be interesting to open its early history. Its perplexities, trials and difficulties, arising from the crudeness and waywardness of spirit of its first pupils, combined with a fund of amusing incidents, would furnish a graphic chapter of school experience. But time, patience, firmness and fidelity overcame them all. The experiment has been entirely successful—the gratifying reward of those ladies and gentlemen who have volunteered their labors in this department of philanthropy.

A general rule of the school is, to refuse admission to children who do or from careful examination we believe can, attend the public schools. Our purposes to co-operate with the public school system, by receiving such, only, as for reasons already assigned, are cut off from the privileges of these excellent institutions.

Our school is kept about five months in each year, commencing in November. It has at present twenty-one teachers, including the general superintendent and two assistants in the writing department. For the last and present terms, a registration has been made of the names, parentage, nativity, residence, ages and employments of the pupils, with such other facts as may be useful for future reference. For want of complete list of each year, I am unable to state the whole number who have received instruction. I think, however, that five hundred different pupils is not an over statement. Many of these begun with the study of the alphabet. Some have continued with us two, three and four years, and several have received their entire education at this institution. It is impossible to estimate the good that has thus been done. The redemption of even a single mind from ignorance, is not to be valued by any rule of arithmetic.

The number of pupils on our register the present term is one hundred and eleven—fifty-seven males, and fifty-four females. These were all voluntary applicants. About sixty applications have been rejected on account of our limited accommodations. Within the circle embracing these hundred and eleven pupils, are at least two hundred more of similar ages, and marked with the same educational deficiencies. Had we room, a little effort would add them to our list.

Fifty-five of our pupils are employed in factories, fourteen are learning trades, thirteen work at home, seven are at service, and the residue are variously occupied. Many of them have not attended any school for two years. One lad of thirteen, has not been in school for five years, another of seventeen, for four years, and another of sixteen for seven years. Of course, they knew but little when they came to us. Five years afforded ample time to wipe from the memory most that had been acquired at eight. One young man of eighteen, entered our school last winter, who could with difficulty read words of one syllable. He was very anxious to learn, and I believe was not absent a single evening during the term. His progress was very encouraging. He is with us this winter, and has begun slate exercises.

Our system of admission is by tickets. This was begun last winter, and answered fully the purpose intended. It enhances the value of the privilege in the pupil's mind, and saves us from the annoyance of idle intruders. Our course of instruction embraces reading, spelling, writing, and arithmetic. The pupils are examined as they enter, and are classed according to their acquirements—each class, varying from four to six, enjoys the exclusive attention of a teacher. By this simple process, the classes become, practically, distinct schools, the attention of the pupils is constantly engaged, and a surprising amount of instruction is imparted. In reading and spelling, I think as much is done in an evening session of two hours, as can be accomplished on the ordinary plan in two days.

As is the case in the public schools, the morals, manners, and personal habits of the pupils, engage a due portion of our attention. In these particulars the most gratifying changes are visible. The rules of the school are less frequently transgressed than ever before. The pupils are more punctual and constant in their attendance. Order is more easily maintained. Obedience to teachers is more cheerfully rendered, and personal neatness is more general. The school is in excellent condition, and will com-

pare favorably with more pretending institutions. I might go still more into detail, but perhaps have already said enough.

To Louisville, Ken. so far as I know, belongs the honor of establishing evening schools. They were begun in that city about fifteen years ago, and, as I understand, are embraced in the general school system. Five schools of this description are now in operation. They are kept four months, beginning the first Monday of November.

They are taught by teachers of the day public schools, who are allowed \$60 by the city council, and are permitted to receive \$2 for the session from such pupils as can afford to pay. The schools have from twenty to twenty-five pupils each, mostly young men, mechanics who are unable to attend school during the day. The branches taught comprise the ordinary English studies. The schools are represented as valuable auxiliaries to popular education.

Evening schools were established in Cincinnati, Ohio, about 1841. They were opened for such boys as were forced to work during the day, (mostly apprentices and children of poor people,) and are supported from the common school fund. The common English branches are taught. There are five schools, under the charge of nine teachers. The expense of tuition the past year was \$592.25. The whole number of pupils 446, engaged in 84 different employments. The schools are conducted like the day schools, and have thus far worked well. The committee in their annual report say, they "have not limited the scholars by number or age; they have refused none the advantages of these schools, who were willing to attend, and anxious to be instructed. The ages of pupils range from 9 to 32 years. No provision appears to have been made for females. This is a material defect, as in a city of not less than 100,000 inhabitants, there must be hundreds of females as deficient in their education as are the males for whom the schools have been opened.

There are fifteen evening schools in the city of New York—eleven for males, and four for females. Thirty-six teachers are employed, at an expense of \$8900. Pupils registered, 3832 males, 1278 females, making an aggregate of 5110. Whole number in attendance, 3266—males 2414, females 852. These schools constitute a part of the city school system, and are supported from the public treasury. The committee report, that "all these schools are now well organized, and most of them attended by as many pupils as the school rooms will accommodate, and the teachers employed can well attend to." They recommend an enlargement of the accommodations to meet the increasing want. The happiest results, they believe, "will attend the opening of evening schools for females. The four that have been organized are numerously attended by a worthy and deserving class of young ladies, who are in most cases employed during the day at some trade or occupation by which they gain an honest livelihood. They are of the class who need the benefits afforded them, and all seem to take a deep interest in their studies." The committee add, "that so far as their observation extends, (and they have taken special pains to inform themselves of the fact, having visited these schools every evening, since they have been opened,) none of the evils that many apprehended before the evening schools for females were commenced, are likely to result from their establishment."

For twelve years past, an evening school has been in successful operation in Boston, in connexion with the Warren street chapel, under the charge of Rev. C. F. Barnard. It is sustained by voluntary contributions of friends, and the gratuitous services of teachers. It is open two evenings in the week for boys, and two for girls. The last annual report shows 140 in the male department, and 150 in the female. Two-thirds of the pupils are foreigners. About one-half of the whole number are Catholics.

In 1846, an evening school was opened in Boston, for adults, under the direction of an association. The city government gave the gratuitous use of their school rooms. The expense of fuel, lights, stationery, &c., is defrayed by a small tuition fee, and the contributions of the friends of adult education. The results have afforded satisfactory evidence to the friends

of the movement, that with moderate pecuniary aid, their plan will prove an immense blessing to the uneducated classes.

In Lowell, Mass., an evening school is kept five months in the year. This school, in its general features, resembles our own. Like ours, it is connected with the ministry at large in that city, and is under the supervision of Rev. Horatio Wood, assisted by seventeen teachers, whose services are gratuitous. Of 180 who joined the school last year, 100 were females. No limit is imposed upon age. Twenty three pupils were adults. Most of the pupils work in the mills. This school has been very successful.

In the winter of 1847, an evening school was opened in Salem, Mass., under the direction of Mr. John Ball, assisted by 26 teachers. This school contains 341 pupils. It is kept two evenings in the week for males, and three for females. It is opened by reading the scriptures, and a short devotional exercise. At recess and at other intervals, singing is introduced, and select passages of scripture are repeated by the pupils. Frequent addresses are made to them by the superintendent, all designed to leave a strong moral impression. This school embraces some of the features of a sabbath school. As no restriction is placed upon applicants, the ages of pupils vary from 11 to 32 years. Most of them are apprentices, domestics and operatives in factories, ropewalks, &c. Some of them are colored, and a portion of them foreigners. The expenses of the school are defrayed by private subscription. The services of the teachers are gratuitous. This is a highly meritorious school, and has secured the warm sympathies of the citizens of Salem.

Two evening schools have been recently opened in New Bedford, Mass., one for males and the other for females. There are about 100 pupils in each, two thirds of them being colored. The schools are organized upon the same plan as the regular public schools, and the city has appropriated \$600 for their support. A portion of teachers are paid, the residue labor gratuitously. The schools are kept four evenings in the week. Adults are received, and none under 12 years of age are permitted to enter. The common English branches only, are taught. The interest among the pupils, colored as well as white, is healthy and inspiring. The sympathy and interest of the citizens in this movement is very great. Thus far the plan has succeeded admirably.

I have thus given you, in a condensed form, some account of our evening school, and what I know of similar schools in other places. In preparing this hasty sketch, I have left untouched many points upon which I should like to enlarge. But I will not now trespass on your space or patience. It may be sufficient to say, that these schools have uniformly satisfied the expectations of their friends. They have met wants, that under existing circumstances could not have been met by other means. If any one of them has accomplished less than its founders hoped, it has been owing to insufficient pecuniary resources, and not to a defective plan. Of their utility, no one who has watched their operations, can doubt. Whether they are to become a part of a settled system of education, the future alone can determine. That they will be necessary in cities and manufacturing towns, for many years to come, is to my mind perfectly clear. This necessity will cease only when such changes shall have been effected in social economy as will not probably be witnessed the next quarter of a century.

There are in this city, at the present moment, not less than four hundred children between four and sixteen years of age, who, for causes assigned in the second paragraph of this letter, do not attend the day schools. There are at least two hundred more, between the ages of sixteen and twenty, whose education consists in an ability to read poorly, and perhaps write their names. And there are not a few of the same ages, who can do neither. These are mostly foreigners, and they represent a rapidly increasing class. But whether four years of age or twenty, they should be provided for. Most of them, I am confident, can be brought into evening schools; but except by influences more potent than the law sanctions, a small proportion only of those the law has provided for, can be induced to enter the day schools.

Providence has done nobly for the cause of popular education. Her

free schools are among the richest monuments^d of her liberality. But, one step more remains to be taken. That is to provide schools for the classes of whom I have spoken. This will be a crowning glory of her educational work. Three years of fostering care and faithful instruction, will do much to qualify all between the ages of thirteen and twenty, to become useful and respectable citizens. Three years of neglect, will sow in this class the seeds of a social pestilence more to be dreaded than the cholera. If any stimulant to action, other than the facts just stated, is needed, it may be had in the following statement, with which I will close this letter. From Sept. 2, 1847, to Oct. 26, 1848, less than fourteen months, there were committed to prison in this city, sixty-two persons who could not read, and one hundred and twenty who could not write. So intimate are ignorance and crime. If the true wealth of a community is its intelligence and virtue, and if it is a wiser economy to support schools than to feed prisons, then we cannot be to earnest in our endeavors to give to every child and youth the blessings of moral and intellectual culture.

Since the date of the above communication, the City Council of Providence has made liberal provision for the opening of Evening Schools in different sections of the city, under the direction of the School Committee, and as part of its system of public schools. A City Reform School for Juvenile Criminals has also been established. In the course of the last winter, (1850,) Evening Schools have been opened in other large cities, under the charge of benevolent individuals or associations or as an extension of the system of public education.

Extract from the Fourteenth Report of the Commissioners of National Education in Ireland, for the year 1847

The subject of Evening Schools was for the first time referred to in our last report. We stated that many had been opened in different parts of the country, which afforded the means of instruction to adults and other persons, engaged during the day in their several occupations. We announced, at the same time, the establishment of an Evening School on our premises in Marlborough-street, which has been conducted much to our satisfaction. The average attendance during the past year was about 200, composed partly of boys who could not attend school during the day, and partly of adults.

The anxiety evinced by boys, and by young men from eighteen to twenty-five years of age, to participate in the advantages afforded by this school, confirms our opinion that such institutions, if well conducted, will be of incalculable benefit to the working classes; and that, if established in large towns, or in populous localities adjoining them, they will form an important step in the education of the artisan between the common National School and the Mechanics' Institution. After the toils of the day, the humble laborer and the tradesman, will find in Evening Schools the means of literary and moral improvement, and a protection against temptations to which, at their age, this class of persons are peculiarly exposed.

We received during the year numerous applications for aid to evening schools, the majority of which we rejected, being of opinion that our grants for this purpose should as yet be confined to large towns, in which trade and manufactures are extensively carried on, and where alone we at present possess the means of inspection. We made grants to 12 evening schools in the course of the year. It is probable that the number of applications for assistance will gradually increase. Should this be the case, we shall take the necessary steps to ascertain that the evening schools are properly conducted, and that the system of education carried on in them, is adapted to the varied occupations of the artisans, mechanics, and others, who are desirous of obtaining the special instruction which their several trades and avocations require.

Extract from the Second Annual Report of the Evening Free School in Salem Mass., presented May 15, 1849, by Mr. John Ball, Principal.

The school was opened on the evening of January 1, 1849, and closed May 14. Four evenings in every week have been devoted to instruction, viz: Monday and Tuesday for females, and Wednesday and Thursday for males. The books used have been Worcester's Primer, Worcester's Readers, Emerson's Second Part, and Davies' Arithmetic. The progress made by the scholars has been as wonderful as last year. Men and women, girls and boys, from ten or twelve to 35 and 40 years of age, have attended, many of whom commenced with the alphabet. Some merely knew their letters. Numbers knew nothing of the formation of a letter with a pen, nor had any knowledge of figures. These individuals have learned to read, write and cipher, with a facility that surprises every one.

The success which has attended the efforts of the teachers is most gratifying, and for years to come will numbers of the pupils remember and love the kind teachers who have so patiently and perseveringly instructed them.

Among the many instances of successful effort, one may be stated. A man, 36 years of age, entered on the 18th of January; he only knew his letters, and commenced with Worcester's Primer. In two months he could read page after page of Worcester's third part Reader. His teacher watched his efforts, and noticed repeatedly the perspiration on his face, from his eagerness to gain knowledge. The pleasure manifested by him while reading in my hearing, on the 22d of March, I am unable to describe.

The improvement made by the females, in reading, writing and ciphering, has been very rapid. Scholars from 15 to 30 years of age, who were unable to read, as well as those who were taught their letters last year, have learned to read with much ease. Many who now write a plain, decent hand, with a pen, were first taught by their teachers the formation of letters with a pencil on the slate. This method has been found very successful, and their writing books are so neat and clean that they excite the admiration of all who examine them.

In the Male Department we suffered for the want of about twenty Gentlemen as deeply interested as the Ladies, and could we have had that number from the first evening to the close of the school, a greater improvement would have resulted in every particular, as each teacher would have become acquainted with the disposition, the wants and propensities of those under his care. This improvement is very perceptible in the Female Department, wherethe same teachers have been present nearly every evening.

The Scholars in general deserve much praise for their good behavior and close application to their studies.

The whole number of names entered on the REGISTER of the School

| | |
|--|------------------|
| | 223 Males, |
| | and 303 Females. |

Total, 526.

The average attendance has been

| | |
|--|------------------|
| | 73 Males, |
| | and 125 Females. |

making 198 Instructed

every week.

Highest number in attendance on one evening, was 133 Males, and 175 Females.

Average attendance of Teachers has been 12 Gentlemen, and 23 Ladies.

Average attendance of Scholars each month, has been,

| | | |
|-----------|------------|--------------|
| January, | 102 Males, | 128 Females, |
| February, | 105 do. | 126 do. |
| March, | 68 do. | 136 do. |
| April, | 34 do. | 117 do. |

making it evident that from about the 1st of November to the 1st of April is the best time for such a school, as during the cold weather many of the men and boys are unemployed.

INDUSTRIAL SCHOOLS.

John Pounds—Portsmouth, England.

John Pounds, the Founder of Ragged Schools, was the son of a workman employed in the Royal Dockyards at Portsmouth, and was born in that town in 1766. At the age of fifteen he met with an accident, which crippled him for life. A cobbler by trade, he spent the greater part of his benevolent career in a small workshop, measuring some six feet by eighteen, in St. Mary Street, Portsmouth, where he might be seen day after day seated on his stool, mending shoes, and attending at the same time to the studies of a busy crowd of ragged children clustering around him. In addition to mental instruction, he gave these children industrial training, and taught them to cook their own victuals and mend their own shoes. He was unusually fond of all kinds of birds and domestic animals, and amused himself with rearing singing-birds, jays, add parrots, which he trained to live harmoniously with his cats and guinea pigs. Sometimes he might be seen, seated in the midst of his school, with a canary-bird perched on one shoulder, and a cat on the other. But he was too poor to be able long to indulge in all his benevolent fancies. When his scholars became numerous, he gave up his cats and canary-birds, and devoted the latter part of his life exclusively to the more intellectual employment of taming and subduing the "wild Arabs of the City." How applicable to him the immortal lines of Coleridge:—

"He prayeth well who loveth well
All things both great and small;
He prayeth best who loveth best
Both man and bird and beast;
For the dear God who loveth us,
He made and loveth all."

The candidates for admission to John Pounds' school were always very numerous. But he invariably gave preference to the worst as well as poorest children—to the "little blackguards," as he called them. He used to follow them to the quay, and offer them the bribe of a roasted potato, if they would come to his school. Well was he repaid for his unwearied labors by the love and affection which these children bore to him. It is said that John Pounds' Ragged School had the following origin: In early life he adopted a young nephew of his own, whom he thought he could educate better with a companion than alone, and he accordingly enlisted in his service the son of a poor woman. Then another and another child was added, until at last he had collected around him a large school of boys and girls. Poor as he was, he established his nephew comfortably in the world; and during the latter years of his life he had no less than *forty* scholars. He died on the 1st January, 1839, aged seventy-two. There was much weeping and shedding of tears at Portsmouth. The children had lost at once their father, and best friend, and most amusing playfellow—Portsmouth had lost one of her noblest ornaments—England one of her most illustrious patriots. We rejoice to think that many who never before heard of John Pounds, will, through Mr. Guthrie's "Second Plea," become acquainted with him. How beautiful is the following tribute to his memory!

"Were we (says Mr. Guthrie) to make a pilgrimage anywhere, as soon as to the lowly heath where the martyr reposes, we would direct our pilgrim steps to the busy streets of Portsmouth, and turning aside from the proud array of England's floating bulwarks, we would seek out the humble shop where John Pounds achieved his works of mercy and earned an imperishable fame. There is no poetry in his name, and none in his profession; but there was more than poetry—the highest, noblest piety—in his life. Every day within his shop he might be seen cobbling shoes, and surrounded by some score or two of ragged urchins, whom he was converting into useful members of the State. Honor to the memory of the patriot cobbler. be-

neath whose leathern apron there beat the kindest heart—there glowed a bosom fired with the noblest ambition; and who, without fee from scholar or reward from man, while he toiled for his hard-earned bread with the sweat of his brow, educated not less than five hundred outcasts, before they laid him in the lowly grave! Honor, we say again, to the memory of this illustrious patriot! Nor is there in all the world any sight we would have travelled so far or so soon to see, as that self-same man, when he followed some ragged boy along the quays of Portsmouth, keeping his kind keen eye upon him, and tempting the young savage to his school with the bribe of a smoking potato. Princes and peers, judges and divines, might have stood uncovered in his presence; and now marble monuments might be removed from the venerable walls of Westminster—poets, warriors, and statesmen might give place—to make room for him.”

Pestalozzi and Fellenberg in Switzerland.

Pestalozzi and Fellenberg have immortalized themselves as the founders of this new mode of instruction. Pestalozzi, born at Zurich in 1746, first established a poor-school at Reuhoff, and, at the invitation of the government of Underwalden, he afterwards established a school at Stantz. He divided his bread with his scholars—he was everywhere with them when they were well, and when they were sick he was constantly at their bedside. To use his own words, “We had the same nourishment, and I slept in the midst of them, and from my bed either prayed with them, or taught them something. The very children who before never had a book in their hands, applied from morning till night; and when I have asked them after supper—‘my children, which would you rather do, go to bed, or learn a little longer?’ they would generally reply that they would rather learn.” Fellenberg, a pupil of Pestalozzi, carried out and extended the plan of the latter at Hofwyl. In the high school, in which the children of the upper classes are educated, they are instructed in cabinet-making, gardening and other employments of practical utility, in addition to their ordinary education. But it is in the middle school, attended by the children of the peasants and small farmers, that prominence is given to manual labor in the workshop, the garden or the farm. By these occupations, the children are taught a practical acquaintance with the useful employments of life, and acquire systematic habits of patient persevering industry.

William Watson—Aberdeen, Scotland.

William Watson, Sheriff-Substitute of Aberdeenshire, Scotland, is entitled to all the honor and all the merit of organizing a system of Industrial Schools, at Aberdeenshire, Scotland, which has embraced within its comprehensive grasp all classes of idle vagrant children, and cleared a large town and county of juvenile criminals and beggars.

“Before the introduction of Industrial Schools into Aberdeen, a society was formed for obtaining subscriptions to be applied in paying school fees for vagrant children. This plan met with but partial success, and it was then suggested that, in addition to ordinary education, these children should be supplied with food and industrial occupation. This seemed at first sight rather a startling project, and it was asked on all sides, ‘Do you mean to educate *all* the young beggars in Aberdeen?’ It was indeed no small matter to supply with food the town’s complement of vagrant children. But Sheriff Watson stood boldly forward, and proposed to open an Industrial School. A few friends favorable to the scheme rallied round him, and subscribed £100. With this small sum the first Industrial School, consisting entirely of boys, was opened in October 1841, with twenty scholars. The number of boys rapidly increased, and in the following February and March, when the school was fairly in operation with sixty scholars on the roll, the average attendance was *fifty-three* daily. To illustrate the class of children benefited by this school, it is worthy of remark, that out of sixty-nine boys attending this school in 1844—forty-five of whom were from eight to twelve years of age—no fewer than thirty-six had lost their father, four had lost their mother, four were orphans, and in the remaining

twenty-five cases where both parents were alive, the father had in some instances deserted his family, and in others he was disabled from work. Such was the helpless condition of those children who frequented the first Industrial School. From seven in the morning till eight at night they remained in school, having their regular hours for working, eating, and playing. Four hours in the day were devoted to lessons, and five to work, and the children were provided with three substantial meals. The mental instruction consisted of religious exercises, reading, writing, and arithmetic: the industrial work consisted chiefly of net-making, which was found to be at once a remunerative and healthy occupation, with occasional working in the garden; the food consisted of porridge and milk for breakfast and supper, and soup and bread for dinner. Corporal punishment was almost unknown; but those who came at a late hour in the morning were allowed no breakfast, and those who absented themselves towards the hours of dinner or supper were not permitted to share in these meals. During the above year, seventeen boys left school, having got various kinds of employment—four were removed by their parents who had become able to support them—and four were admitted into other charitable institutions. As these children left, others came in their place. In the year following, twenty-two boys obtained employment, and four were admitted into other institutions. The number of children now on the roll in the original Industrial School is about one hundred, and the average earnings of each boy amount to thirty shillings in the year, being one half of the expense of his food. The amount received for work would be greater, but for the difficulty of finding remunerating work for such young persons, and the time spent in teaching them. It must also be remembered, that as soon as the children have attained to a certain degree of dexterity and training, every exertion is made to procure them a more remunerative situation. The produce of the children's work goes to defray the expense of the establishment, thus reducing the expense of the school,—teaching the children the value of steady persevering industry,—and fostering in their minds from the earliest years a sound and wholesome principle of self-dependence.

The success of the Boys' Industrial School led to the establishment in 1843, of a school of the same description for girls. This school has a female teacher, and is entirely managed by ladies, who devote much time and labor to its superintendence. The children do all the household work for themselves; otherwise, it is conducted as nearly as possible on the same principle as the boys' school. The number of scholars was, from want of funds, at first restricted to sixty. The regularity of attendance,—the large number of children destitute of parents,—and the number of girls provided with situations, are on an average much the same as in the Boys' School of Industry. The girls' work is from its nature less remunerative, but their expenses are less, and, on the whole, the yearly cost of a girl at the Industrial school is nearly one pound less than a boy. This school, in consequence, of some differences among the subscribers, has lately been divided into two separate establishments, both of which are in a prosperous condition. The one, called 'Sheriff Watson's Female Industrial School,' had by the last report, ending December 1848, seventy scholars on the roll, with an average attendance of sixty, of whom thirty three were the children of widows. And the other, entitled 'The Female School of Industry of Aberdeen,' by the last report of the same date, had also seventy scholars on the roll, upwards of thirty of whom had no father. In the working of the Female Schools of Industry, much positive good has resulted from the children returning to their homes at night, and from the visits of the ladies and teacher to the homes of the pupils. The Ladies in their Fourth Report, speaking of the homes which they have visited, state as the result of their experience, that by means of industrial schools the children of the poor 'can, at a small amount of labor and expense, be brought within the sphere of all that is good and estimable and praiseworthy; and without being altogether separated from their parents, made instrumental in carrying to their homes the saving truths of the Gospel; and by practising the lessons of industry, and cleanliness, and order, altering the character of these homes, and making them the abodes of social happiness and domestic comfort; proving that the feature of the Industrial School which

many deemed the most objectionable, may, by the Divine blessing, become the one which most enhances its value.'

Emboldened by the success which had hitherto attended their efforts, the zealous and untiring founders of these schools—finding that notwithstanding all their exertions there was still much required to be done to put a stop to juvenile delinquency and mendicity, chiefly among a still lower grade of children than those who attended the above two schools—boldly planned an admirable scheme to rid Aberdeen of beggars. The local Police Act for the City of Aberdeen, grants power to the authorities to prevent begging in the streets. Hitherto, this enactment had never been carried into operation, no method having been devised to enable the beggar to maintain himself. Now, however, that private charity stepped forward to supply that which was lacking in the law, and undertook to furnish food to those children who were compelled to beg their daily bread,—it was proposed, by means of this new school, to put an end to juvenile mendicity, by at once laying hold of the offenders under the Police Act, and providing them with food and instruction in an Industrial School. The Police authorities entered into the scheme, and agreed to pay the expenses of the teachers for a time until the experiment should be fairly tried. The Managers of the Soup Kitchen gave the use of their premises gratis; and the Committee commenced operations with the trifling sum of £4 of money collected. Instructions were given to the police, on the 19th May 1845, to convey every child found begging, to the soup kitchen—and in the course of the day, *seventy-five* children, boys and girls, were laid hold of, *only four of whom could read*. The scene which ensued—to use the language of the Committee in their Report—was indescribable. Confusion and uproar, quarrelling and fighting, language of the most hateful description, and the most determined rebellion against everything like order and regularity, gave the gentlemen engaged in the undertaking of taming them the hardest day's work they had ever encountered in their lives. Still, they so far prevailed, that, by evening, their authority was comparatively established. When dismissed, the children were invited to return next day—informed that, of course, they could do so or not as they pleased—if they returned they should be fed and instructed, but whether they came or not, begging would not be tolerated. Next day the *greater part* returned. The Managers felt that they had triumphed, and that a great field of moral usefulness was now secured to them. The class of children who were brought to this school was far below the condition of those who attended the other two Industrial schools—wretched and destitute as the latter appeared to be when the Schools were first opened. In the course of the first year, 159 children were admitted, 18 of whom were dismissed as improper objects of charity, 26 got employment, 34 deserted or were removed by their parents, 7 got into other institutions, and 74 remained on the roll. Of these 74—43 boys and 31 girls from three to thirteen years of age—2 only could read at admission, and 8 only knew the letters of the alphabet; while 47 were fatherless, 5 motherless, and 2 were orphans. The school went on prosperously, and soon excited public interest. Funds flowed in; and what is the most gratifying feature of the whole, the working-classes took a lively interest in it; and while the wealthier inhabitants of Aberdeen contributed during the year £150 for its support, the working-men collected and handed over to the Committee no less than £250. According to the last Report (1848) there are now 129 children on the roll—71 boys and 58 girls—and, out of 69 children admitted during the last year, only 1 could read well, 5 could read a little, and 8 knew the letters of the alphabet. The average daily attendance is upwards of 90; and it is worthy of remark, that 45 of those now on the roll were received during the first year of the school's existence. The average cost of each child is £4 8s. per annum—less than 3d. each per diem. And the Committee state, that it affords them no little pleasure to be able to report, 'that the children who have already left to learn trades or enter on domestic service, have generally given the highest satisfaction; while the demand for others as they reach a given standard of attainment, continues to exceed the means of supply.'

The connexion which most of the Managers of these Industrial Schools had with the Criminal Courts of the city, led to the establishment of another

stitution, called the Child's Asylum, which was opened on the 4th December, 1846. The Child's Asylum Committee is composed of three members from each of the following public bodies in Aberdeen, viz.: the Town Council, Police Board, Parochial Board of St. Nicholas, House of Refuge, Boys' School of Industry, Juvenile School of Industry, and three elected by the preceding, consisting of two City Missionaries, and the Chaplain of the Aberdeen Prisons. The duties of the Committee are to inquire into the cases of all begging and delinquent children brought up by the police, and to hear application from parties for the admission of destitute children into the Schools of Industry. This Committee is invested with the sole power of sending children to the Boys' School, and to the Juvenile School of Industry; and these schools receive every child recommended to them by the Committee. The Committee will not recommend any children to the Industrial Schools, unless, after strict inquiry, the parents are found to be unable to make due provision for their families. The liberal constitution of the Committee affords peculiar facilities for ascertaining the condition of the parents. During the first year, 56 boys and 39 girls were brought under the Committee's consideration, of whom 34 had committed petty thefts, and 36 had been found begging. Of these, 27 were recommended to the Schools of Industry, 25 delivered to parents, 6 redelivered to the police, and the rest admonished and dismissed. During the last year, 30 boys and 16 girls were brought in by the police, of whom 8 were accused of petty thefts, 28 of begging, and 10 of singing on the streets. Of these, 10 were remitted to the Boys' School, 7 to the Juvenile School, 1 recommended to the Girls' School, 3 to the House of Refuge, 3 redelivered to the police, and 22 delivered to their parents. During the same year, application was made to the Committee on behalf of 149 children—92 boys and 57 girls—of whom 63 were recommended to the Boys' School, 55 to the Juvenile School, 4 to the Female Schools of Industry, 2 to the House of Refuge, 6 referred to the Inspectors of the Poor, and 19 refused as improper.

During the year, therefore, ending December 1848, the date of the last Report, the cases of 195 children were investigated by the Committee, and 140 children were recommended to the different Schools of Industry. It is deserving of notice, that the number of children brought up by the police during the last year was about one-half less than during the former year, and that 8 children only were accused of theft, while, in the former year, there were 34 accused of the same crime.

The social revolution which Aberdeen has undergone, through the agency of Industrial Schools, is now matter of history. A few years since there was 280 children in the town, and 328 in the county of Aberdeen, who—compelled by their own or their parents' necessities to cater for their immediate wants—prowled about the streets, and roved far and wide through the country,—cheating and stealing their daily avocations. Now, a begging child is seldom to be seen, and juvenile crime is comparatively unknown. The Industrial Schools have, by mild and gentle persuasion, gathered these poor neglected children under an humble but comfortable roof. The beggar boys and girls, 'poor nurslings of the storm,' who were found in the bleak dead of winter, with a few thin rags hanging loosely on their pale, emaciated, and haggard bodies,—cowering for shelter in nooks and alleys, or begging their daily bread from door to door,—are now enjoying all the comforts of a cheerful home, combined with the inestimable blessings of religious, moral, and industrial training. Mr. Sheriff Watson states, that 'the object of the Aberdeen Schools was to obviate a great social evil by the withdrawing altogether from vice and vagrancy, the whole outcast and mendicant children of the poor, and training them to habits of industry;' and that 'this has in a great measure been accomplished.' The Prison Board of Aberdeenshire report that 'the value of these schools can scarcely be overrated,' and that 'experience has shown their complete adaptation to the end proposed.' According to the Prison Reports, there were, in 1841, 77 committals of juvenile criminals, while in 1848 there were only 19 under twelve years of age. The Rural Police Committee of the county of Aberdeen report, in 1846, that 'the most gratifying part of the results of last year's experience consists in the almost complete disappearance of juvenile vagrants from the country.' From

their last Report it appears, that while in 1841 there were 328 vagrant boys apprehended, in 1846 there were only 14, and in 1847 the number was still further reduced to 6. And this decrease of juvenile vagrancy is attributed by the Committee to 'the activity of the Rural Police, and the establishment of the admirable Schools of Industry.' Lord Mackenzie, at the close of the Circuit Court trials in September 1847, thus bore his testimony in favor of the Aberdeen Industrial Schools:—'I know,' said his Lordship, 'the benevolent institutions of Aberdeen. They were established for the purpose of making provision for feeding, clothing, and training those poor creatures whose poverty makes them peculiarly liable to fall into crime; and doubtless they have had a great effect in rendering the cases brought before this Court fewer than they would otherwise have been.' And Sir George Grey, in discussing Lord Ashley's motion in June last year, said, 'He thought that the Ragged Schools established in different parts of this country and of Scotland, were to be numbered amongst the most valuable institutions of the country. Some years ago he had read with the deepest interest an account of the results produced by that school in Aberdeen to which allusion had been made, and the success of which was so mainly owing to the admirable exertions of Sheriff Watson; and Sir George also remarks on the peculiar features of the Child's Asylum.—'It appeared that when a child was found begging, instead of being taken before a magistrate and sent to prison, he was at once put into apartments connected with the Child's Refuge. *This had put a stop to juvenile delinquency, and had effected great reform in Aberdeen.*' Such are a few of the many public testimonies borne to the benefits derived from the Aberdeen Industrial Schools.

We have dwelt thus long on the Aberdeen Schools of Industry, not only because they were among the first established, but because in no other town have we been able to find any Industrial Schools in the least degree approaching to the complete and thoroughly matured system of the schools in Aberdeen. There the system seems now so complete as to bring within its operation every possible grade of children. But this was not the work of a day. We have seen how gradually these schools extended their sway, and how each new school was formed to supply the wants of, and was fitted into the other, so as to make one harmonious whole. First, gratuitous education was offered—that plan only partially succeeded. Next, gratuitous food and industrial training were held out as inducements—still, though many children came, many stayed away. Then, under the Police Act, begging was interdicted, and all other supplies were cut off; yet there remained behind the worst class of vagrant children, who gained their bread by thieving. And, lastly, these were provided for by the 'Child's Asylum,' through which those juvenile criminals who, upon investigation, were thought to be unhardened in iniquity, and whose parents were utterly destitute, were sent to school instead of prison. The greater number of the large towns of England, Scotland, and Ireland, have now Ragged or Industrial Schools similar to the first established in Aberdeen. But we are not aware that in any of these towns begging has been prohibited and Industrial Schools established instead, or that these schools have been substituted for prisons in the reformation of youthful delinquents. Without such an extension of the system we believe no town can be freed from juvenile mendicity and crime, and we would, therefore, press strongly on all those who have formed their schools after the model of the first Industrial School in Aberdeen, (and we believe there are few Industrial Schools in Great Britain that will not gratefully acknowledge the debt which they owe to that city,) that they should not rest satisfied until they have established for themselves as complete and well matured a system as that of the Aberdeen Schools of Industry."

North British Review, for May, 1849.

I.

CIRCULAR.

To the Acting School Visitor, or Visitors ; or to the Board of Visitors, in the several School Societies.

To enable the undersigned to prepare the Annual Report which he is required, by section 1 of "An Act in alteration of an Act concerning Education," to submit to the General Assembly respecting the condition of the Common Schools, and plans and suggestions for the improvement and better organization of the common school system, you are respectfully requested to forward to this office such facts as you can collect respecting the common schools, for 1849-50, arranged according to Form I, and such views as you may entertain respecting the improvement of the same, in all or any of the following particulars :

SUPERVISION OF THE COMMON SCHOOLS.

Under this head you are requested to state what steps have been taken by the Board of Visitors respecting the supervision of the schools for the current year ; and you will also mention whether a written report of their own doings, and of the condition of the schools under their supervision, was submitted to the annual meeting of the Society, in September or October, 1849, by the Board of Visitors, or by the acting Visitor or Visitors, as is provided for in sections 23 and 25 of the Act relating to common schools. It is not necessary to remind you that unless such a report is prepared and submitted, the acting visitors are not entitled to receive compensation for their services, as is provided for in section 26, and any payment therefor will be a violation of the law.

As a means of diffusing information respecting the schools, and of exciting a general interest in their improvement, the undersigned would urge on school visitors the importance of securing the printing of their annual report, by a vote of the society, or in failure of that, by contribution among the friends of education in the several districts.

SCHOOL SOCIETIES.

Under this head you are requested to state how many persons attended the last annual meeting of the School Society, and what advantages there are in your estimation in the present territorial subdivision of the State into school societies, over that of towns, for the local management of schools. In this connection your attention is invited to that portion of the Superintendent's Annual Report for 1850 in which the subject is briefly discussed, as well as to that portion of the same document which treats of the classification of schools.

DISTRICTS.

Under this head you are requested to give the names or numbers of such School Districts as can be consolidated so as to maintain two or more schools of different grades, in a schoolhouse to be located centrally in reference to the new or consolidated district, or in two or more schoolhouses located at different points in the new district.

You will also specify such districts as can or had better, for any reason, be united to other districts.

SOCIETY HIGH SCHOOL.

Please to state your views as to the expediency and practicability of es-

tablishing a Public High School according to the provisions in section 11 and section 27 of the law relating to common schools. And in this connection your attention is respectfully requested to that portion of the Superintendent's Annual Report, in which the objects and advantages of a common school of this grade are set forth.

SCHOOLHOUSES.

Under this head you are requested to communicate such facts and suggestions as to the present condition of the several school-houses in the society, as will show what is now doing in this department of the school system. You are particularly requested to specify the District, or Districts, in which there is a school-house which can be safely consulted as a model in respect to location, yard, and out-buildings,—provision for hats, cloaks and the neat and cleanly habits of pupils,—the arrangement of the school-room in respect to light, warmth, ventilation, seats and desks for pupils,—desks &c. for teacher,—classroom, or open space for recitation,—apparatus, maps, and books of reference &c. You will also specify the district or districts, in which the schoolhouse is not *school worthy*—is not such, as a decent regard for the health, manners and morals, of the pupils, and the success of the teacher both in discipline and instruction, require of every school district.

Should any district have taken steps, or be about to take measures to repair the old, or to build a new schoolhouse, you are respectfully requested to place before those who are interested in the matter, the accompanying pages on the subject—and to assure them that the undersigned will be happy to be consulted by the building committee, or the carpenter, as to the details of a plan, free of any charge.

EXAMINATION OF TEACHERS AND VISITATION OF SCHOOLS.

Under this head you are requested to point out any peculiar excellence, or defect, in the practical working of the provisions of the school law, as to the examination of teachers, and the visitation of schools, and to propose such alterations as in your opinion will give increased efficiency to this important part of a school system—such as the appointment of a single officer for a town, senatorial district, or county, or a senatorial district, or county board of school inspectors.

BOOKS.

Under this head, you are requested to state what steps have been taken to secure a uniformity of text books in all the schools of your society, and with what success; and to recommend such means as will accomplish the object.

TEACHERS.

Under this head, you are requested to state your views as to the direction in which teachers, or those who are aiming to qualify themselves for teachers, should now direct their studies, and efforts, in order to make the public schools more useful. Please also to state your views generally as to the qualification, age, experience in teaching, compensation, and success of the teachers who are now, or have been up to this time employed in the district schools. You are also requested to state if your schools have suffered from the custom of changing the teacher from male to female in different periods of the same year, and the success which has followed the employment of well qualified female teachers in the winter as well as in the

summer schools. Under this head you are also requested to state the influence, if any, of the Teachers' Institutes, and Conventions, which have been held in the State—and of the county or town associations of teachers for mutual improvement.

STATE NORMAL SCHOOL.

By the "Act for the establishment of the State Normal School," it is made the duty of the School Visitors, when requested so to do, to present the names of four persons, two of each sex, as suitable applicants for admission to said school. The second term of the institution will open on the 21st day of August, and close on the 2d day of October next, with special reference to the accommodation of those who propose to teach in the following winter.

In presenting the names of candidates for admission, your attention is called to the following qualifications.

1. Good health, a vigorous and buoyant constitution, and a fund of lively, lovely, cheerful spirits.
2. Good manners,—and by this I mean those manners which are dictated by the spirit of our Saviour's Golden Rule, of doing unto others as we would that others should do unto us,—in *manner* as well as in *matter*.
3. Purity and strength of moral and religious character—an exemplary life, and the habit of self-government, and of subjecting their own actions to the test of moral and religious principle.
4. A love of, and sympathy with, children.
5. A competent share of talent and information,—such as the law (Section 22) requires of every teacher. The proposed course of instruction in the Normal School cannot create, it can only improve, the talent and information of its pupil-teachers.
6. A native tact and talent for teaching and governing others. No amount of instruction and practice can supply a deficiency in these respects.
7. A love for the occupation of the school-room, and a desire to engage in the business of teaching for life.
8. The Common School spirit—if need be, a martyr spirit to live, and labor, for the more thorough, complete and practical education of all the children of the State in the Common Schools—to be made, by their exertions, in co-operation with parents and school officers, good enough for the best, and cheap enough for the poorest!
9. Some experience as teachers. Even a short experience will serve to develop, if they possess them, the germs of the above qualities and qualifications, and will make a brief course of instruction in the Normal School highly profitable.

APPROPRIATIONS FOR SCHOOL PURPOSES.

Under this head you are requested to specify the sum, or sums which have been raised by tax on the Town, School Society, or School District, for school purposes, in this, or the last year—in addition to the sums received from the State, the Town Deposit Fund, or Society or other local fund. You are also requested to express in this connection, your views as to the necessity of raising more money for school purposes than is now realized from the sources above specified—and as to the principle, or condition, on which the public money should be received by the societies, and distributed among the districts. Your attention is also called to that portion of the "Prize Essay" annexed, in which the subject of property taxation for school purposes is discussed.

PARENTAL AND PUBLIC INTEREST.

In connection with the operation of the Normal School, Teacher's Institutes, and County Teacher's Associations, the undersigned proposes to de-

liver an address, or to secure the delivery of an address on the condition and improvement of common schools, in each school society in the state, in the course of the ensuing autumn and winter. If this proposition meets with your approbation, you will confer a favor by specifying in your communication, the best time and place and mode of giving notice for a public meeting for the above address in your society.

The undersigned will esteem it a privilege to co-operate in any way in his power with the School Visitors, in carrying out the purposes of his, and their appointment.

HENRY BARNARD,

Superintendent of Common Schools.

HARTFORD, May, 1850.

FORM OF DISTRICT RETURN, No. 1.

THE school visitors are requested to forward to the Superintendent of common schools a report of the condition of the common schools in each district in their several societies for the year ending in the autumn of 1850, in the following particulars,—making a distinctness in each item between the summer of 1850 and the winter of 1849-50. In case the items cannot be furnished for each district separately, the answers may be given for the society.

| | Winter, 1849-50. | Summer, 1850. |
|---|---------------------|------------------|
| Number of School District. | | |
| No. of persons over 4 and under 16 years of age. | | |
| No. of scholars of all ages on the Register. | | |
| No. of " Boys do. do. | | |
| No. of " Girls do. do. | | |
| No. of " in average daily attendance. | | |
| No. of " under 4 years of age do. | | |
| No. of " over 16 years of age do. | | |
| No. of persons under 16 belonging to the district in private schools. | | |
| No. of " not in any school, public or private. | | |
| No. of scholars in Spelling. | | |
| No. of " Reading. | | |
| No. of " Geography. | | |
| No. of " Grammar. | | |
| No. of " History. | | |
| No. of " Arithmetic. | | |
| No. of " Penmanship. | | |
| No. of " Book-Keeping | | |
| No. of " Algebra. | | |
| No. of " Geometry. | | |
| No. of " Natural Philosophy. | | |
| No. of " Physiology. | | |
| No. of " Drawing. | | |
| No. of " Vocal Music. | | |
| Name of Teacher. (in full.) | | |
| Age. | | |
| No. of years' experience in teaching any school. | | |
| No. of Terms (of 4 months each,) do. in this District. | | |
| Compensation per month in money. | | |
| For how many months this winter is the teacher engaged? | | |
| Does the District board the Teacher in addition to his money wages? | | |
| Does the Teacher board round? | | |
| Does the Teacher board at one place? | | |
| School house in good condition. | | |
| " very good " | | |
| " bad " | | |
| " very bad " | | |

FORM OF DISTRICT RETURN, No. 2.

THE following Form of District Return will indicate the items of information which it is desirable for the School Visitors to collect respecting the public or common schools in each district, in order to form a reliable opinion as to the actual condition and relative standing of each and all the districts of the society. It is not expected that the visitors will fill out this blank for the present year.

*RETURN respecting the Public Schools in District No.**for Term commencing*

18 and ending

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L.—NAME, SIZE, POPULATION AND PECUNIARY RESOURCES OF THE DISTRICT.

Local or neighborhood name,

Territorial extent or size of district, length

breadth

Number of families residing in district

" " engaged in agriculture

trade or shop-keeping

mechanic shops

" " " factories or mills

navigation

" " " clergymen

lawyers

physicians

Number of inhabitants of all ages

Do. between 5 and 15

" Voters

Do. tax-paying Voters

Amount of State and Town money actually expended during the present year

" of valuation of taxable property, in the district,

" money raised *by tax* during the present year, on property of district,
to purchase or build school-house, site, &c.

" to repair or furnish old house,

" to purchase maps, globes, and other apparatus,

" to purchase library,

" for wages of teachers, for teacher's board, for fuel,

Aggregate amount of money raised *by tax on the property* of the district, during ~~the~~ year, for all purposes,

Aggregate amount raised by rate, or tuition-bill, for teacher's wages and board, fuel, and other purposes, during the year,

Amount given by individuals for any purpose during the year,

Amount received from income of any land or fund, during the year,

Aggregate amount of money expended for all purposes for the school year, ending

II.—SCHOOL-HOUSE.

Place where the School is kept—in school-house,

in building built or used for other purposes,

Date when the school-house was built,

first cost,

When last thoroughly repaired,

and at what expense,

By whom now owned, by district proprietors,
 Furnished with a suitable play-ground and out building
 Material and condition of the building—material condition, (good, ordinary, bad.)
 Provided with scraper, mat, water-pail and cup, sink, basin, and towel,
 " " old broom, for feet, pegg, hooks, or shelves, broom and dust-brush,
 Number of school-rooms, and size of each, length, width, height,
 Arrangements for desks,
 " seats,
 " ventilation,
 " warming,
 Provided with wood-shed, or shelter for fuel, shovel and tongs, &c. thermometer,
 Provided with bell, with globe, with clock, hand-bell for teacher,
 Do. with blackboard, the size, (if any,) Do. with map of Connecticut,
 Do. with outline maps, Do. with geometrical solids.

III.—ATTENDANCE, LENGTH OF SCHOOL TERM

No. of families who sent children to the School—belonging to District,
 Do. " " from out of the District,
 No. of scholars, of all ages, registered during term—belonging to District, boys, girls,
 Do. " " from out of the District, boys, girls,
 No. of scholars over 15 years of age, boys, girls, Do. under 5 years, boys, girls,
 Length of School-term in half days, weeks, months, (4 weeks.)
 No. of scholars who attended *three fourths* of the term and more, *one half*,
 Do. " " *less than one half* *less than one fourth*,
 Average daily attendance of the School during the term,
 No. of scholars belonging to the District who attended school in other districts. or towns,
 No. of children, over 4 and under 16 years of age, who attended no school, public or private, during the term.

IV.—STUDIES AND CLASSES.

No. of scholars who commenced this term in Alphabet,
 Do. who attended during the whole term to Primer or Spelling-Book, exclusively,
 No. of scholars in Spelling, (not including scholars in Spelling-Book exclusively, No. of classes in,
 No. of scholars in Reading, (not including scholars in Spelling-Book,) No. of classes in,
 No. of scholars in Geography, No. of classes in, No. who draw maps,
 No. of scholars in Grammar, No. of classes in,
 No. of scholars in History of the United States, No. of classes in,
 No. of scholars in General History, No. of classes in,
 No. of scholars in Etymology, or analysis of language, No. of classes in,
 No. of scholars in Definitions, No. of classes in,

FORM OF DISTRICT RETURN.

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| | |
|--|--------------------------------|
| No. of scholars in Mental Arithmetic, | No. of classes in, |
| No. of scholars in Written Arithmetic, | No. of classes in, |
| No. of scholars attending to Penmanship, | No. of classes in, |
| No. of scholars in Book-Keeping, | No. of classes in, |
| No. of scholars in Algebra, | No. of classes in, |
| No. of scholars in Geometry, | No. of classes in, |
| No. of scholars in Natural Philosophy, | No. of classes in, |
| No. of scholars in Physiology, | No. of classes in, |
| No. of scholars attending to Drawing, | Do. Composition, |
| Do. " Declamation, | Do. who engage in Vocal Music, |
| No. of scholars in other studies, specifying the same, | |
| No. of scholars <i>not</i> provided with all books necessary in the studies pursued by them, | |
| Do. <i>not</i> provided with a slate, | |

V.—BOOKS.

Name of each kind of Text-Book used in the School, and the number of copies of each kind,

Dictionary,

Primer,

Spelling-Book,

Reading,

Penmanship and Book-Keeping,

Mental Arithmetic,

Written Arithmetic

Geography,

Grammar,

History,

Other studies,

VI.—TEACHER.

Name and age of teacher,

Place (*town and state*), of birth,

Do. do. do. residence,

Date of certificate, and by whom signed,

Number of terms, or years of experience as a teacher in any school,

Do.

do.

in this school before the present term,

FORM OF DISTRICT RETURN.

Compensation per month, in money. Aggregate amount in money for term,

Is the teacher boarded by the District, in addition to his money wages?

Or, does he board himself out of his wages?

Arrangement for board—board round At one place,

If boarded by District, the amount paid, in money, for board,

VII.—SUPERVISION, OR VISITATION.

Number of visits from District Committee, From School Visitors,

Do. from Acting Visitor,

from Parents and others, (*not school officers.*)

VIII.—PRIVATE SCHOOLS, LYCEUMS, &c.

Number and grade of Private or Select School kept in the District during the term,

Number of pupils attending, Rate of Tuition per term,

Name of any Lyceum, Debating Society, or Library, with date of establishment, number of members, books, &c.

IX.—NAMES OF OFFICERS OF THE DISTRICT.

District Committee,

Clerk,

Treasurer,

Collector,

PRIZE ESSAY

ON THE NECESSITY AND MEANS OF IMPROVING THE COMMON SCHOOLS OF CONNECTICUT.

THERE was a time when the Common Schools of Connecticut were esteemed the best in the world, and when Connecticut, on account of her system of public education, was the brightest spot in all Christendom. Connecticut gave to the world the first example of a government providing a munificent fund for the education of every child within its limits, and of securing the benefits of this provision equally and forever to the humblest as well as to the highest, to the poorest as well as to the richest. She connected with this fund a system of general and minute supervision, good for its time, to preserve the fund from abuse and misapplication, and to give thoroughness and efficiency to its actual workings. It was a system suited to the state of society then existing—to the staid and sober habits of the people. It answered in a good measure, its design. It made teachers and parents both feel their responsibility.

The results of this school system, were great and good. Every hamlet in Connecticut of no more than twenty houses, whether spread out upon the plain, or crowded into the valley, whether sprinkled along the sloping hill-side, or wedged in among the brown rocks of some wild ravine, could show its district school-house, which was regularly opened for many months in the year. There was hardly to be known the son or daughter of Connecticut, who could not read and write. It was the rarest of all things to see one who had not received a good elementary education.

This was reported to the honor of Connecticut throughout the Christian world. The lover of his race, who had been rewarded for his zeal for the elevation of his countrymen, by a life-lease in a Prussian or Austrian dungeon, saw his prison wall all light about him when he thought of the one government in the world that had provided efficiently for the education of the humblest child, and gathered hope for the time, when his government and all governments should do the same. The surly and prejudiced Englishman, when he had said all the hard things that he could think of about America and the Yankees, could always be floored by one argument, and that was the Connecticut School Fund contrasted with the national debt of Great Britain. In our own Union, the other states were reproved

for their negligence, and spurred on to their duty by the example of what Connecticut had been the first to perform. The emigrant mother in Vermont or Western New York, as she looked around upon her untaught boys and girls, sighed for the schools of Connecticut and was ready to exchange the rich fields that were beginning to look so luxuriant about her, for the most rocky farm within the limits of a Connecticut school district.

But within the last twenty years a change in all these respects has taken place. Connecticut no longer holds the same high position which she once did. Austria and Prussia have provided their subjects with an efficient and successful Common School system. Other governments in Europe are slowly awaking to their duty and interest in respect to the same high matter. Despotism even is striving to make peace with its wronged and outraged subjects, by giving, in return for the civil rights which it withholds, the substantial blessings of universal education. Many of the states of our own Union are giving themselves to this cause with a zeal and energy which show them determined to make amends for past neglect and torpor. In Massachusetts, Ohio, New York, Georgia, Rhode Island, and many other states, vigorous and successful efforts are made. School funds are accumulated; taxes are readily imposed and cheerfully paid; Boards of Education are instituted; periodicals are circulated; public lectures are given; Normal Schools for the instruction of teachers are provided; teachers' conventions and Institutes are attended with zeal and profit. These, and other signs, show beyond question, that there is a strong movement in the public mind; that the people are being aroused. In some states and parts of states this interest is well-nigh enthusiastic.

But Connecticut! where is Connecticut the mean while? Where is she, who was once the star of hope and guidance to the world? She was the first to enter the lists, and was the foremost in the race. Is she foremost now? Whatever may be the truth of the case, it is certain, that she is not thought to be in the other states. It is the general opinion, *out of Connecticut*, that she is doing little or nothing; and, whereas, a few years since, her name was mentioned in connection with Common Schools, with honor, only; it is now, in this connection, coupled with expressions of doubt and regret, and that by wise and sober men. Her large State endowment is described as having put her effectually asleep, as having sent her to "Sleepy Hollow," from the influence of which, when she is aroused for a moment, it is to talk of her noble School Fund and James Hillhouse, just as Rip Van Winkle did of his neighbors who had been dead forty years. The School Fund is quoted every where *out of Connecticut*,—we venture to say it is quoted in every other state in the Union, as a warning and example to deter them from giving the proceeds of their own funds, except only on the condition, that those who receive shall themselves, raise as much as they take, and report annually as to the results. Those who go from other states into Connecticut, can hardly credit the testimony of their own senses when they are forced

to believe the apathy that prevails. Every newspaper and lecturer *out of Connecticut*, high and low, ignorant and knowing, sneers at the Connecticut School Fund, and the present condition of the Connecticut schools.

Are the people of Connecticut aware that this is the case? Do they know what the people of other states think and say of them? Do they believe that what is thought and said is true and deserved? We can hardly believe that they are generally aware of the bad reputation into which their schools have fallen. Or if they are informed in respect to it, they do not believe that they merit so bad a name. The majority are too well contented to leave their schools as they are. They persuade themselves that their school system works as well as any public school system can be expected to work; that notwithstanding all that may be said out of the state against the schools of Connecticut, these schools are better than those of any state in the Union. They are opposed to any agitation of the subject. They will give their hearts to no strong and united effort to improve their schools. On the other hand, those who know that our schools are inferior to those of some of the other states, and who see clearly, in the prevailing apathy, the certain signs of a still greater degeneracy, are almost discouraged to hope for any great and permanent improvement. Neither of these classes are wholly in the wrong, nor wholly in the right. It is not true, that the schools of Connecticut are as good as those of certain other states. It is not true, that our public school system is as good, or is managed as efficiently as the systems of many other states. There is not only danger, but a certain prospect, that if things remain as they are, the schools of Connecticut will degenerate still more, and Connecticut will be dishonored more and more, in the comparison with her sister republics. It is not true, indeed, that all the hard and contemptuous things that have been said about our schools and our school fund are just and deserved, but the facts can be brought to prove that there is too much ground for them, and that the public apathy on this subject is inexcusable and fraught with evil.

But we would not despair. Connecticut though slow to move, moves sure and strong when she is aroused. She is cautious and prudent, but when she sees the reasons for a change she will change in earnest. We have too much love for our native state to be willing to despair. We believe that she is still the soundest at heart of any state in the Union, and that on this subject, she will show herself worthy of her ancient reputation. In the hope of contributing to this end, the following remarks are offered in respect to the present condition of the Public Schools of Connecticut, and the remedy which may be employed with the hope of success.

What then is the condition of the Common Schools of Connecticut? Facts are stubborn things. We present the following, in which the contrast is strikingly exhibited:

First, as to appropriations for school purposes. Money is the sinews of education as of war. The willingness to appropriate money shows zeal for any cause. Connecticut, in 1795, set apart for school

purposes a large and increasing fund for the support of schools, which now amounts to \$2,070,000, and divides \$1.40 for every scholar between the age of 4 and 16. Besides this, there are the town deposit-fund and local funds. Instead of annexing to the reception of their annual dividend the condition of raising a specified sum, the annual taxation was gradually diminished, till in 1822 it ceased altogether. In 1845, it is not known that a single town or school society in the state, raised a tax for school purposes by voluntary taxation. In a few of the large city districts, a small property-tax is collected, and applied to the wages of teachers, but not amounting in the whole state to \$9,000, or 3 cents to each inhabitant, or 10 cents, to each child between the ages of 4 and 16.

Massachusetts and New York, as the capital and dividend of their school funds have increased, have, at the same time, increased the sums to be raised as a condition of receiving the dividend of their funds. From 1835 to 1845, the capital of the Massachusetts Fund was increased from \$500,000 to \$800,000. During the same period the amount annually raised in towns by tax, for the wages of teachers, has advanced from \$325,320 to near \$600,000. The statute of 1839 requires that \$1.25, for every child between the ages of 4 and 16, should be raised and actually expended for the purposes of instruction in each town, whereas, more than \$3.00 for every child of the above age was actually raised by tax in 1845 in 53 towns, more than \$2.00 in 190 towns, and \$2.99 is the average through the state. \$2.99 is the average in Massachusetts and 10 cts. in Connecticut. It is instructive to look over the list of towns as arranged in the school returns of Massachusetts for 1846. The town standing first is a new town just out of Boston, which raises \$7.64. The town numbered 8 is an unpretending agricultural town in Worcester county, which raises \$4.82. The town numbered 30, a small town, raises \$3.77. The town numbered 280 raises by tax \$1.43 per scholar, which is 3 cts. more than every scholar in Connecticut receives from the School Fund.

In New York, when the legislature in 1838, virtually increased the capital of the School Fund from \$2,000,000 to near \$6,000,000, the obligation on the part of the towns, to raise an amount equal to that distributed was not removed. Thus, while the appropriation by the state was increased from \$100,000 in 1835, to \$275,000 in 1845, the amount required to be raised by tax in the towns increased in the same proportion, viz., from \$100,000 to \$275,000, and the amount voluntarily raised by the towns and districts in 1845, more than quadrupled the amount raised in the same way in 1835.

In Rhode Island, the state appropriation has increased from \$10,000 in 1829 to \$25,000 in 1845, while the towns in 1829 received the state appropriation unconditionally, but are now required to raise a third as much as they receive.

In Maine, 40 cts. must be raised for every inhabitant, which is perhaps more than is required in any other of the New England states.

Second, as to the supervision of schools. The first effort, to set apart a class of officers for the special duty of visiting schools and ex

aming teachers, was made by Connecticut in the school law of 1798, and there Connecticut has left the matter, except that the towns may now make returns to the commissioner of the School Fund, who is also superintendent of the schools. In the mean time other states have taken the suggestion from Connecticut and improved upon it. Massachusetts has a state Board of Education, with one individual devoting his whole time to collecting facts and diffusing information for the improvement of schools. New York has not only a state superintendent, but a school officer for each county, and a superintendent for each town. \$28,000 was paid in 1844 as salaries to the county superintendents. Vermont and Rhode Island have recently adopted the system of state, county, and town superintendents.

Third, as to the education and improvement of teachers. The first elaborate effort to call public attention in this country to the importance of Normal schools or teachers' seminaries, was made by Rev. T. H. Gallaudet, in a series of essays published in Hartford, in 1825. Massachusetts put this idea into actual being. By the offer of \$10,000 from Hon. Edmund Dwight, of Boston, the legislature unanimously appropriated an equal amount for the annual expense of three Normal schools for three years, and at the close of the third year, provision was made for the erection of buildings and the permanent support of these schools. In New York, a State Normal School has been established in Albany, and \$10,000 annually appropriated for this object.

The first assembly of teachers, like those now known as Teachers' Institutes, ever held in this country, was held at Hartford in 1839, and it is believed to have been the last but one held in Connecticut. This important agency has since been introduced into New York, Ohio, Massachusetts, New Hampshire, and Vermont. In New York more than 6,000 teachers assembled in the different counties in the autumn of 1845. In Massachusetts, \$2,500 have been appropriated by the legislature for their encouragement during the current year.

Fourth, School-houses. The first essay which is known to have been prepared to expose the evils of school-houses badly constructed, warmed, lighted, and ventilated, was read at a state Convention of the friends of education in Hartford, in 1830; and for nearly 9 years after, five school-houses only in the state are known to have been repaired and built in accordance with its suggestions. The same essay was read and published in Boston in 1831, and was followed by immediate attention to the subject in different parts of the state. In 1838, a new impulse was given to this kind of improvement by Mr. Mann's Report on the subject, and from that time till 1844, the amount of \$634,326 was expended for the construction and permanent repairs of school-houses. Within the past two years, one-third of the school districts of Rhode Island have repaired old school-houses or constructed new ones after improved plans. Since 1838, more than \$200,000 has been expended in this way.

Fifth, School-libraries. The first *juvenile library* perhaps in the world was established in Salisbury, Conn., more than half a century

since, and the originator of the school district library enterprise was a native of this state. This is about all that Connecticut is known to have done in this department. In 1838 New York appropriated a sum equal to about \$5 for every school district, or \$53,000 for the whole state, on condition that a like amount should be raised by the several towns, both sums to be spent in the purchase of books for school district libraries. Six years after this law passed there were more than one million and a half of volumes scattered through every neighbourhood of that great state. Massachusetts, for one year, appropriated the income of its school fund for this object on certain conditions, and at this time every school district is supplied with a library open to all the children and adults of the community.

We adduce these statistics as testimony concerning the degree of interest which is felt in Connecticut on this subject, compared, with the zeal that prevails in the above named states. We discuss not here, the importance or the wisdom of these measures. We have other testimony still more direct. It comes from the people themselves. Let any man study the returns of the school visitors as reported to the legislature in 1845, let any man study the reports now on file in the Commissioner's office for the year just closing, and he will receive one uniform and desponding confession in respect to the apathy that prevails—like an atmosphere of death. Particular defects are named and remedies are suggested, but the want of public interest is uniformly named as the worst and most disheartening evil. Then let him contrast these returns with those of many other states, and what a change will he notice. On the one hand is heard the voice of declension and despondency, on the other, the language of progress and hope.

But this does not exhaust the evidence. Those who go from Connecticut into other states, and from them into Connecticut, feel a shock in the transition. It is like going from a cellar into the sunshine, or from the sunshine into a cellar. We know an intelligent gentleman who has seen his scores of years, who has recently removed from Rhode Island into the "land of steady habits," and can hardly understand or believe that the apathy which he finds, can be a reality. The writer has within a few years made the change the other way, from Connecticut to the Bay State. He too has been forcibly impressed with the contrast. In one particular, this contrast is very striking. In Connecticut, the people have been persuaded, that to be taxed for the support of Common Schools, is a levy upon the poor, for the schools of the rich. In Massachusetts, the people *know* that all such taxes are a lawful tribute from the rich, for the benefit of the poor. We have seen in the latter state, in a crowded town meeting, a thousand hands raised as by magic, to vote the largest of two sums named by the school committee, a sum which was nearly a dollar for every individual of the entire population, men, women and children. The motion was made by one of the wealthiest men in the town, whose own children were too old to attend the public school. It was supported by others wealthier than he, and having no interest

of their own in the schools. A proposition to set apart five hundred dollars as a fund to be distributed to the feebler districts, at the discretion of the town committee, was moved in the same way, and carried without the show of opposition. In the same town, the year following, the school tax was increased by two thousand dollars, though the most important district had ten days before taxed itself nearly nine thousand dollars for land and a building for a high school. This occurred in a town by no means the foremost to engage in school improvements, and not even now the most conspicuous for its zeal or its expenditures. In Lowell, Salem, Worcester, Springfield, Roxbury, and in towns of less importance, the public school-houses are the best buildings in the town, inviting without for their aspect of beauty and solidity, and within for their convenient apartments and their abundant apparatus. We have seen something of the working of this school system for years. We have observed the conscientious and honorable pride felt in the public schools, by those influential for wealth and talent, who give to these schools their influence, and send to them their sons and daughters. What is of far more consequence and interest, we have freely mingled in the families of those in humbler life, and learned from the lips of parents their high sense of the value of these schools which cost them little or nothing, and which promised to give their children all the education which they desired. We have heard from the mother of a large family of boys, hearty regrets, that her sons must be removed from the school by the departure of the family from town. Seeing these things, we could not but conclude that public schools may attain high perfection, and that such schools are the choicest of earth's blessings.

But this introduces the second and the most important of our inquiries—"What can be done to improve the public schools of Connecticut?" It is of little use to conclude that these schools sadly need such improvement, if no remedy can be devised. To summon a counsel of ill-natured and desponding physicians, rather hurts than helps the patient, if all that they can do is to find fault by his bedside. It is with diffidence, yet with strong conviction that we make the following suggestions:

The friends of Common Schools should not place their main reliance on legislative enactments and influence. Not that legislative action if united and hearty, is not most desirable; not that a well digested reform of the school laws is not called for; nor again that if it could be secured and made permanent it would not be a most important step towards final success. But what if such action is not to be hoped for? What shall be done? Shall we say that nothing can be done? This has been said too long already. The common feeling has been that until the legislature should move, to an entire change in the school law, nothing is to be hoped for. The guilt of the public neglect and the excuse for the general apathy have been all carried to the doors of the government and left there, as if nothing could be done without its aid. This is a false view of the case. Important as legislative action may be, of itself it can accomplish lit-

tle. It must be carried home by the awakened zeal of the people. It is the sign and stimulant of the public mind aroused. To effect such action, if it shall ever be effected, the public feeling must call with a commanding voice. In the states in which so much has been done, in connection with a revisal of their school system, the interest has not so much been created by the new laws, as it has itself created them. The laws have been the product of the zeal of the public, which zeal has itself given life and efficiency to the laws. In Rhode Island, where, at this moment, there is going forward a most enthusiastic movement for Common Schools, it is carried forward by individual agency and expense, seconded by school laws indeed, but borne forward by the people, as one of the mighty swells of their own ocean lifts the stranded vessel from the beach.

The main reliance in Connecticut, as in other states, must be placed on the waking of the public mind, by the ordinary means of moving this mind. The press must be enlisted; vigorous pens must be set in motion; all political parties must lend their aid; lecturers must be employed; conventions must be held; the pulpit must speak out, till a conscience shall be created and aroused in respect to the duties of Christians towards the neglected and half heathenized population in their midst. Facts—facts, on this subject can be made to speak, as they are uttered by zealous but fair minded men. The truth of the case can be demonstrated till no man shall dare to deny it, that Connecticut is far behind her sister states in this matter, and will soon be still farther in the rear. If this is evaded or denied, it can be proved. All this will involve expense and self-denial, and difficulties, and discouragements. But without this active agency no change is to be hoped for. The agency must be sustained; the expense must be incurred, and the agitation must be prosecuted.

But what specific plan shall be urged? What shall it be proposed to effect? What principles shall be aimed at, asserted and raised upon our banner? In answer, we say,—Popular education is no longer a theory;—it has been tested and determined by experiment. The principles which a public school system must involve, have been settled by trial. These must enter into every plan that will work with success. They may be reached in different methods, but they must be reached in some way or the plan will fail. What are these principles? We answer:—

First. A thorough examination and supervision of the teachers and the schools by competent and faithful men. Teachers of common schools are the servants of the public. In Connecticut, they are mainly supported from the public funds. They receive from the State, year by year, more than one hundred and fifteen thousand dollars. Let them be held to a real and rigid responsibility for their qualifications for their place, and for the fulfillment of its duties.—There is not a turnpike company in Connecticut which yields a revenue of a hundred dollars the year, for whose control and supervision a commissioner is not appointed—whose services the company are required to pay. Not a Bank is left unvisited by a commissioner

to inspect its books and supervise its proceedings. Nay, not an individual is allowed to practice the simple business of a measurer of land, before he has been examined by the County Surveyor, and received a license from him, for which license he must pay the fees. Not a physician, nor clergyman, nor lawyer, is allowed the privileges or emoluments of his profession, till he has been examined and licensed by some individual, or body of men. Why are not the teachers of the public schools subjected to the same necessity?—to an examination which shall express the solemnity of the trust committed to their hands, and the importance of the profession to which they are admitted? Would the hardship be intolerable and excessive—would it be a hardship at all, if every man who proposes to teach, was first required to obtain a license from one or more commissioners in his county, or senatorial district, for which he himself should pay? The present system of examination does not answer the object which it was intended to accomplish. It is the testimony of by far the majority of the Boards of Examiners in the state, that it is little more than a form, and often no better than a farce. A young man wishes to obtain fifty or one hundred dollars by keeping a winter school. He goes boldly to the committee, for he knows they will find it hard to refuse him permission—for the committee consists of the clergyman to whose parish he belongs, and who will be slow to think him unqualified, as common schools go; of the physician, who will not like to offend the young man's parents; and of the lawyer, who is looking to political promotion. However conscientious or faithful this committee may desire to be, it is hard for them often to know what to decide. The examination of teachers is not their business, and they have framed no fixed standard by which to judge. Their duties are thankless duties—a favor done to the public, rather than a trust for which they are held responsible, and their field is so limited that they cannot give to it earnest and devoted energy.

Let the change proposed be introduced. Let the candidate be obliged to go out of his native town for his license. Let him know that he is to be examined in the presence of twenty or fifty other candidates, and by those who have no partiality for him, arising from personal acquaintance; and to be qualified to teach a winter school, would be thought a graver matter than it now is. The profession would be elevated at once. A higher grade of qualifications would be sought for and attained. There would be that dignity and pride attached to the calling of a teacher, which is secured by an honorable admission through a difficult entrance. And this need not cost the state a dollar.

If to the same commissioners should be intrusted the duty of visiting the schools within a given district, another advantage would be gained. In passing from one school to another, they would have room for comparison, and a field for suggestions. They could meet the teachers of each town in friendly and profitable interviews. They could confer with the town committees, and visit the schools with

hem ; to receive and give light in respect to the wants of each town, and the remedies for these defects. The friends of education, the benevolent and the public-spirited, would look to them with hope and confidence, and would gather around them to aid and encourage them. The expense for this service need not be great. We take it for granted, that a school visitor has as good right to be paid for his time and labor, as a fence viewer, or pound keeper. If the school visitors should relinquish their duty to them in whole or in part, and with it the pay which they ought to receive, and in some cases do receive, the additional cost of this arrangement would not be great. But what if, perchance, it should cost something ? It is worth something. It would be a reproach to the memory of his fathers, for a Connecticut man to think otherwise. It would be a slander on the founders of the School Fund, who thought two millions not too great a sum to set apart for common education, to say that it was not worth the while to pay something to make its blessings more valuable and certain.

We make this suggestion with more confidence, when we remember, that it was the opinion of one of the most sagacious men that Connecticut ever boasted, that the appointment of County Commissioners to perform the services specified, would be the crowning feature to perfect the Connecticut School System.

Second. Teacher's Institutes may be held throughout the State and that also, without delay. These are conventions for mutual improvement and excitement. They may be also called travelling Teachers' seminaries.—These have been held in other states with the most striking results. The idea was indeed conceived in Connecticut, years ago, and was tried on a small scale for two years in succession. At a place and time previously agreed upon, the teachers within a given district are invited to be present, to spend a week or more in convention. The time is employed in discussing the best methods of teaching reading, writing, &c., and the various points connected with school discipline. What is more to the point, lessons are given in these various branches, and those whose business it is to teach, receive instruction from eminent and experienced instructors. We noticed in a recent account of one of these Institutes, that a distinguished elocutionist and teacher of reading was present, and gave a course of lessons. We doubt not that every teacher who read with him, or who heard others read, for several days, will read the better all his life, and that the reading in the scores of schools there represented, has received an impulse for the better for the few days spent at that Institute. The same benefit might be looked for from the presence of teachers in simple drawing, writing, and arithmetic. At these meetings, experienced teachers give the results of their various methods, of their many mistakes, and the ways in which they were corrected. Here raw and timid teachers are initiated into their new business ; older teachers receive valuable suggestions, which their experience and their sense of want, enable them at once to understand and to apply ; self-conceited teachers are forced to let go some of their old notions, and to grow wiser as they compare

themselves with those who know more than themselves. An enthusiasm in their business is excited. They are impressed with right views of the dignity and solemnity of their employment. They form new and strong attachments, and from these interesting and exciting scenes, they go fresh and cheerful to the labors of the season, furnished with valuable knowledge. These Institutes differ from ordinary conventions, in that they furnish definite business, and are spent in gaining real knowledge. They are not wasted in idle harangues and fine speeches. They continue long enough to lay out much real work, and to accomplish it. They furnish a model for Town Associations, and the teachers who have felt the advantages of these larger meetings, continue their influence, by repeating the same thing on a smaller scale. So important have they been found to be by trial, that in the year 1845 a friend of education in Massachusetts gave one thousand dollars to defray the expenses of a series of these meetings, and the legislature of that state, during its session now just expiring, appropriated two thousand five hundred dollars for the current year, to enable the teachers of the state to avail themselves of these advantages.

Let these Institutes be held in Connecticut with no delay. Let them be carried into all parts of the state. Let them be made interesting by providing able assistants, and by the co-operation of the friends of education, each in their own district. Let some provision be made by the liberal, that the expense attending them shall not be too burdensome. This experiment can be made without any legislative countenance. It needs only a willing heart, and a ready hand. Let it be made thoroughly in all parts of the state, and let it be seconded, as it can be, and as it *must* be, in order to be successful, and it will do much to kindle zeal and to create hope for our common schools. It is simple, voluntary, practicable, and cheap. Let it be tried, and it will not be many years before the inquiry will be raised, whether an education for their business is not required for common school teachers, and whether schools for this specific purpose are not demanded. This suggests another proposition.

Third. In order to improve the schools of Connecticut, schools are needed for the education of teachers. Normal schools can be provided in Connecticut as easily as in other states. If it is not done by the state, it can be done by the benevolent. If the expense is not defrayed by the legislature, as in Massachusetts and New York, it can be defrayed by individuals, as in New Hampshire. In some way it will be done, when the public mind is aroused as it must be. Teachers themselves desire the advantages furnished by such seminaries. In addition to Normal schools, there is greatly needed an educational establishment in some central situation, well furnished with buildings and apparatus, and well enough endowed to furnish the best tuition at a low rate; an institution where the sons of the Connecticut farmers can receive a good education in all the higher branches, as well as in the elements of the classics, and in which the sciences which pertain to agriculture, should be thoroughly mastered. Such an in-

stitution would be a central light. It would furnish a noble basis for accomplished common school teachers. Let us hope that the time may not be far distant when we shall be able to speak of our Williston and of our seminary, like the one which is honored by his name.

Fourth. The teachers of our schools, to teach better must be paid better. Their business must be made more lucrative and permanent. It must be made an object for them to qualify themselves amply for their vocation, and to continue in it longer. This can be done only as teaching yields a respectable living. There are not more than ten teachers in the state who have a living now, while there are more than a hundred school districts, that with a judicious arrangement, and their present income, might sustain the same teacher from year to year. But the means of payment can be greatly increased. There is not a state in the Union in which teachers can be paid so well as in Connecticut, and in which the burden shall be so little felt. No state has so magnificent a school fund. Let there be raised in addition, less per scholar, than is cheerfully raised in the majority of agricultural towns in Massachusetts, and the best teachers in the country would flock into Connecticut, as many now rush from it. The people of these towns were not impoverished by raising this sum.—Nor would it impoverish the people of Connecticut. On the contrary, it would enrich them; for it can be proved that a liberal sum cheerfully raised for a course of years by any community for common education, will return to that community in money, with more than compound interest.

Fifth. The cities and large villages should at once make use of their peculiar facilities for elevating their public schools. Thus will they show, in actual results, what can be accomplished, and excite other towns with zeal not to be behind them. The plan which we propose is extremely simple, and has been tested so often and so long as to have passed the best of all tests—that of actual experiment.—The central and more compact portions of the city or village, should first be constituted a single school district. Let the younger scholars—those younger than from eight to ten—be distributed in primary school-houses, which should be located at convenient points in the district, so that the walk should in no case be fatiguing. They should be instructed in all cases by female teachers, in summer and winter, and from year to year. Female teachers are cheaper; female teachers are better for this immature age. Their influence is more gentle; it forms the girls to mild dispositions and graceful manners; it infuses a portion of its own sweetness into the harsh and self-willed perverseness of early boyhood. Female teachers are more patient than those of the other sex. They can teach, with better effect, music, drawing, and writing. Last and not least—experience has shown that primary schools, such as we speak of, can in their hands, be conducted with the most entire success. We would that all the parents could be introduced to some of these delightful schools, taught by one or more females, “in whose own hearts, Love, Hope, and Patience, had

first kept school." We have seen the pupils gather around the teacher each morning with eagerness and new delight. We have heard from their own lips, breaking out in unconscious expressions of love, the strong affection which she had inspired. We have heard the clear and shrill piping of their cheerful songs. We have measured the quiet moral influences that have been thus infused, and have gathered strength from day to day.

From these primary schools, after having passed through a prescribed course of study, and in general, after having attained a fixed age, the pupils should go to the central school. If the district is small, one school will suffice to be taught by a master through summer and winter. If it is large, it may be subdivided into more or fewer gradations—the lower to be taught by females. In almost all cases, the assistants of the masters may be females, and by the aid of two experienced and competent females, and with the convenience of recitation rooms, one master can control from one hundred to one hundred and fifty pupils. Higher than this, if the population will allow it, there may be another school, the High School, or two High Schools—one for each of the sexes. To these no pupil should be admitted, except on passing a close examination, and this school should teach the highest branches that can be contemplated in a system of universal education—the Mathematics, the Natural Sciences, and perhaps the elements of the Languages. All these schools should be under one system, and be free to all. This is no theory. There are at this moment in villages of New England, of from one thousand five hundred to four thousand inhabitants, public school-houses, more tasteful and convenient than any college building in Connecticut. In these school-houses an education is given so superior that no select school can live by their side. To these schools scholars crowd from the neighboring towns, and will perform menial services in families, in order to gain a residence in the village and admission to its public school. This is as it should be. This is republicanism. But how is it in Connecticut? Some of the cities have made a beginning, it is true, and with good to themselves and a healthful influence upon the communities around. But there are hundreds of communities, in which this plan might be introduced, which are opposed to it altogether. There are some in which it has been tried, and abandoned through opposition. We know a village in which two thousand dollars were to be raised, all the preliminaries having been adjusted, and this money was in the main to be voted for by the people, and to be paid by a single man, who was himself anxious to pay it, and yet the enterprise failed by the cry of "*a school for the rich!*" What is the state of many of these villages, both manufacturing and agricultural? Is it not true that select schools are sustained by the rich and the reputable, both for older and even for very young children?—that in consequence, the common schools have been abandoned more or less, generally, to the poor and the neglected, and have degenerated because the rich do not care for them? Is it not true that the degeneracy of the common schools in the

best and largest towns of Connecticut may be traced to the time when select schools were introduced as its beginning, and that this degeneracy has been going forward ever since? Is it not true, to confirm this matter by argument that cannot be broken, that the best common schools now existing are to be found in those towns and districts in which select schools are impossible, and all classes of the community are interested to make the public school the best school.

Is it not true moreover, that by this separation of intercourse, of sympathy, and of acquaintance, begun in infancy, matured in childhood, and hardened in youth into contempt and scorn, on the one side, and into jealousy and malice on the other; there has been commenced in Connecticut a permanent and anti-republican division of society, on the one side of which, social oppression shall gather strength, and in the other shall lurk the incendiary and the murderer?

Sixth. The doctrine should be understood and proclaimed in Connecticut, that the property of the whole community may rightfully be taxed, for the support of public education. It should be proclaimed, because it is the true doctrine. The pecuniary interests of a community like our own, to say nothing of those interests that are higher, are deeply concerned in the question whether all shall be educated. They are as vitally concerned too, that all shall be *well* educated. The property of the rich, whether they have children or not, may and should be taxed, because the security of that property demands that this insurance should be effected upon it. The tax which they pay is only the premium on this insurance. Besides, it is cheaper as well as more grateful, to pay a tax for the support of schools, than it is to pay the same for jails and poor-houses.

In Connecticut this right is denied and disputed. A tax may be levied on a district for the construction and repair of school-houses, but when a sum is to be raised additional to that which is received from the public funds, it is left to those who have children to send to the school. The consequences of this system are most mischievous. The summer school becomes a select school, instead of being a public school. Or perhaps to make it open to all, for a month or two, the allowance from the public treasury is eked out by the greatest possible extenuation. The cheapest teacher is hired, and the winter school is robbed of the means of subsistence, in order to furnish the thinnest possible allowance for its starving sister in the summer. When this "short allowance" is consumed, the children of the laboring poor, at once the most numerous and the most needy, are retained at home, because the parents can or will not pay the *capitation* tax. The children of the rich are sent to the select school of a higher order, the one of their own providing; while the children of the middle classes occupy the district school-house, with the select school No. 2. Hence, in the summer, troops of children go no where to school, except to the school of nature, which to them is the school of ignorance and vice, and the schools which are kept up in multitudes of cases, are the merest skeletons of schools, both in numbers and in character. This bad and unequal system is sustained from two

causes—the opposition of so many tax-payers to a system of property taxation—and what is more unaccountable, the opposition of those who are *tax-voters* but not *tax-payers*, who are set against such a system, because it tends to build up schools for the rich! More than one instance can be named, in which this doctrine has been industriously circulated by some cunning miser among his poorer neighbors, and they have gone to the school meeting to vote against all expense, not dreaming that their advisers were trembling in their shoes, for fear of a petty rate bill. And so they have voted against any change, and saved their neighbor all expense, literally, and brought down the tax upon their own heads.

This is unequal, anti-republican, and wrong; and it ought to be made odious. It should be held up in all its unfairness. The right of the town or school society to tax its property should be embraced by all parties. The party calling itself conservative should proclaim it, because it tends so certainly to the security of society. The party calling itself popular should hold it, because it sends one of the best of blessings to the door of every man.

To this should be added, the condition attached to the distribution of the State fund, that no school society should receive its lawful portion, except on the condition, that it should raise by taxation, a specified sum for every scholar. This would be a hard doctrine in Connecticut, it is true, and that is the very reason why it should be insisted on. It is true and most important, and should be boldly uttered. The other States, without an exception, that distribute from school funds, do it on such a condition. The entire public sentiment of the Union, is fixed and unchangeable on this point, and we grieve to say that we fear the neglect of Connecticut has been a warning against following her example. Shall it be that this munificent bequest of our fathers, given to promote the cause of public education, shall fail of its design through the neglect or perversion of their sons? or shall it serve this cause, most effectually, as Connecticut shall stand forth as a perpetual monument to warn against the like use of such funds? Shall it be that the State which they designed should be the model State to the Union, shall serve only as an example to admonish its sister States, rather than as one to excite and inspire them? Are we not bound as trustees of this fund, to secure the most complete fulfillment of their designs, and, as experience and a change of circumstances call for new safeguards, to provide these safeguards? May not the people make the raising of a specified sum on the property of the State, a condition against the improvident waste of this bounty?

The argument on this subject is very simple, and as it would seem, very convincing. In order to improve our Common Schools, more money must be provided. If it is raised, as it now is by a tax upon those who use the schools, then the schools are no longer common schools, but for a part of the year, they must be select schools. The one must embarrass the other. Those who will have better schools will leave the public schools altogether. Those who depend on the

common schools, cannot or will not elevate them. But introduce a property tax, and you make the schools the property and the pride of the whole people. You make it for the interest of the rich to use the money which they now expend for the support of higher establishments to raise and improve the public schools. Thus the blessings of this expenditure will be diffused. Its light and warmth will not be like that of the fire which cheers one apartment only, but like the heat of the blessed sun, which gives no less to the rich, for what it gives to the poor. To connect the raising of a small sum per scholar, as a condition of receiving the bounty of the State, is the simplest and surest way of elevating the schools of the whole State, together and alike.

These are the principles which must be received in Connecticut, and believed by its citizens generally, in order to secure a thorough improvement in its common schools. It might be shown, that some of the most important of them, were suggested by citizens of Connecticut, long before the present movement for Common Schools commenced in the other States. They are of Connecticut origin. Let them be owned as her own and here put in practice, as they can be no where beside.

These principles may be propagated. Let the legislature be memorialized. But let not the legislature be relied upon as the only hope. It may not be expedient that the government should move at once. It may not be practicable, if it is expedient. Individuals can do much without the government. A State association can be formed. Measures can be taken to unite the friends of education throughout the State. Teachers' Institutes, and Normal Schools can be set on foot by individual and associated benevolence, as they have been in a portion of New Hampshire. Such a movement would not be very expensive. The agencies need not be costly, nor the expenditures great, but the work is precious, and worth much cost, if it were required.

Nor is the work discouraging. It is discouraging in its beginnings, but rapid in its advances. Every district animated with a right spirit, diffuses light and wakens interest in ten of its neighborhood. Every school-house, well constructed, with its convenient apartments, its successful teacher, and its happy scholars, gives an impulse which cannot be computed. Parents are animated with hope and desire. Children ask why their own school-house cannot be as good. Prejudice is softened. Scepticism is convinced, and public spirit is awakened.

The Connecticut people may be aroused. There are thousands and tens of thousands, who are ready to stand upon their feet and to put their shoulders to this work. They are not rash, nor headlong it is true—they are cautious and stable, but they are the more steadfast when thoroughly convinced. They are not profuse and extravagant in their expenditures—but they have money, and they are willing to give it for objects seen to be important. They are not carried away by vague declamation or transcendental moonshine—but they have

intellects to discern and hearts to feel, in respect to a concern so practical and good as that of public education. Let the work be commenced with vigor and with hope.

In carrying it forward, two classes of citizens can be especially useful. On them rests a great and peculiar responsibility. We name first, the acting politicians of all parties. They are now uncommitted as partisans for or against any system. They have an equal interest in the improvement of schools. It would be a slander which they would resent with indignation, to say that they do not feel an equal zeal for this most important interest, in which the prosperity and pride of the State are equally concerned. Eminent individuals of all political names are known to be zealous for common school reform. There are subjects enough beside this, out of which political capital can be made. Attempts to do this elsewhere, have been signally rebuked. Let parties divided by questions of national policy, vie with each other in their zeal and efficiency, in respect to this common interest, for which every man's hearth-stone cries out in his ears. Let it never be said that the citizens of Connecticut grind the bodies and souls of their children between the upper and nether millstone of political contests. Heathen barbarism, offered to "Moloch, horrid king," its children in sacrifice by sending them through devouring flames blazing fiercely on either side,

"Though for the noise of drums and timbrels loud
Their children's cries unheard, that pass'd through fire
To his grim idol."

Let not this be enacted on a more fearful scale, in civilized and Christian Connecticut.

On the clergy of Connecticut there rests also a great and solemn responsibility. It is a religious duty to care for the untaught, the neglected, and the ignorant. It is a duty to give to such, the best intellectual and moral culture which we can. It is a duty which we owe to our nearest neighbor, a duty which is simple, pressing, and most easily discharged. So do we best aid and prepare them for influences appropriately and directly religious. Let this duty be preached, on the Sabbath and from the pulpit. Let it be preached till it is believed, and the hearers show their faith by their works. We raise money to provide schools for the destitute in our own land. We raise it also, to send to Ceylon, and Burmah, and China, that schools may be established, which may prepare the youthful mind for the influences and the truths of our holy religion. And yet there are towns in Connecticut in which there are scores of children, which for want of that moral and intellectual culture, that the public schools might give, are, as really, though not in the same degree, hopeless subjects of religious truth, as many children of Ceylon and Burmah. We have seen children of this character. Besides these, there are thousands for whom, a teacher could do far more than a clergyman, and on whom the church can act most directly and efficiently through the teacher

We are well aware that efforts have been made to excite distrust of any system of public education, on religious grounds, and to arouse against it sectarian prejudice and conscientious convictions. There may have been occasion for these feelings in some states of the Union. Injudicious management, false principles, efforts to propagate peculiar principles, insidious and open, may have been noticed. The school system has therefore been held up as anti-religious. The doctrine has been proclaimed that each church must have its separate schools, in order to secure an education thoroughly Christian.

In Connecticut there need be no fear of embarrassment of this kind. The people of Connecticut, with scarcely an exception, are of one mind in the belief of the following truths. They believe in the moral duties as enforced by the words and life of Jesus. They believe with Washington, that public morality is best secured by religious faith and religious feeling. None of them will object to the use of simple but fervent prayers and hymns, to the inculcation of the duty of imitating Christ, and of trusting in him. In these points they can all unite, and they can turn them to use in their public schools. What the children need to be taught beside, can be supplied in the family, the Sabbath school, the pulpit.

Such is the position of things in Connecticut. We have seen her ancient glory; the present depression with its causes; the need of effort; the points to which this effort should be directed, and the grounds of discouragement and hope. Shall this good work be undertaken? Shall this field be entered? No state in the Union has means so abundant. No state can, if it will, have schools so splendid and so good. Its population is homogeneous, frugal, intelligent, moral, and religious. It has been accustomed to common schools for generations. It has a school system already established in the hearts and habits of all, which needs improvement only, and not a new beginning. The memory of the past calls us to effort. The necessity of the present will not let us alone. The voices of the venerable dead, speak to us in solemn tones from that dim and distant world to which they have gone, and command us not to be untrue to the precious trust which they garnered for us. The cries of the living come up to us, and in tones piteous as an infant's wailing, beseech us to spare their childhood from neglect, and their future manhood from ignorance and crime. The honor of the State and of the fathers of the State calls on its citizens. The sons of Connecticut who have gone out from the paternal mansion, burn with eager desire to be able to put to silence the reproaches which they are forced to hear, and to know that the spirit which provided the School Fund, still lives to make effectual that important trust. Those who were personally active in devising and securing this fund, would tell us that no care of ours can surpass the thoughtfulness with which Treadwell studied its conception, and no labor of ours can compare with the daily and nightly toil with which Hillhouse and Beers secured its investments, and watched its securities. The question is, shall Connecticut then be true to herself? We have seen the trim and noble

ship, manned by a skillful crew, open the passage through an unknown and dangerous strait, and gallantly lead the way for a timid and creeping fleet, into a secure and long desired haven. We have seen her pass every shoal but the last, but just as she doubles its treacherous point, she grounds for an instant, and the cry is from the fleet, she will be stranded there! They make all haste to rush past her. In their cry of exultation they forget all her guidance in the past. Shall *she* then be stranded, who has guided so many vessels to so noble a port? Shall her last service be to lie on the quicksands, a decaying hulk, deserted and useless, except as a beacon to show the shoal on which she struck? Shall she be stranded? No, no! A thousand times, No! Let the cry then be, *Connecticut first to lead the way, and foremost forever!*

PLAN AND MEASURES OF A VOLUNTARY ASSOCIATION FOR THE IMPROVEMENT OF COMMON SCHOOLS.

The following suggestions indicate more in detail, the views of the author of the Essay as to the mode, at once simple and systematic; in which the friends of popular education can put forth their efforts for the improvement of common schools.

ARTICLES OF ASSOCIATION.

ARTICLE 1. This Association shall be styled the CONNECTICUT (*or the name of any Town or County can be inserted*) INSTITUTE OF INSTRUCTION, and shall have for its object the improvement of common schools, and other means of popular education in this State, (*or Town, or County.*)

ARTICLE 2. Any person residing in this State, (*or Town or County,*) may become a member of the Institute by subscribing this Constitution, and contributing any sum, annually, towards defraying its incidental expenses.

ARTICLE 3. The officers of the Institute shall be a President, two or more Vice Presidents, a Treasurer, a Recording Secretary, and a Corresponding Secretary for each county, (*or town in case of a county association,*) with such powers respectively, as their several designations imply; and who shall, together, constitute an Executive Committee.

ARTICLE 4. The Executive Committee shall carry into effect such measures as the Institute may direct; and perform such other acts not inconsistent with the objects of the association, as they may deem expedient, and make report of their doings, annually, and when called on, at any regular meeting of the Institute.

ARTICLE 5. A meeting of the Association for the choice of officers shall be held, annually, at such time and place as the Executive Committee may designate in a notice published in one or more newspapers; and meetings may be held at such other time and place, as the Executive Committee may appoint.

ARTICLE 6. This constitution may be altered at any annual meeting, by a majority of the members present, and regulations, not inconsistent with its provisions may be adopted at any meeting.

Measures which can be adopted by a voluntary Association to improve Common Schools.

1. Information can be collected and disseminated in every practicable way, in every district, town, and county in the State, as to the present condition of common schools, and other means of popular education, with plans and suggestions by which the excellencies of any one teacher, district, or town, can be improved and made general, and any defects be removed.

2. Meetings of the Association can be held in different towns for public addresses and discussions on topics connected with the condition and improvement of Common Schools.

3. A series of Tracts, each number devoted to some one important topic, relating to the organization and administration of a school system, or to the classification, instruction and discipline of schools, can be prepared and published for gratuitous distribution among teachers, school officers, parents, and every body who has a child to educate, a vote to give, or an influence to exert in relation to public instruction.

4. Editors and conductors of the periodical press can be enlisted to publish original, and selected articles relating to the subject.

5. Clergymen can be interested to present the subject in some of its bearings at appropriate times to their people.

6. Local associations of parents and the friends of education, and especially district and town associations of mothers and females, generally, for the purpose of visiting schools, and co-operating in various ways with teachers, can be formed and assisted.

7. Pecuniary aid and personal co-operation can be extended for the purpose of securing at different points, a school-house, with its appropriate in-door and out-door arrangements, a school library, a district school, and a village lyceum, which can be held up severally, as a *model of its kind*.

8. Good teachers can be assisted in finding districts where their services will be appreciated and rewarded, and district committees in search of good teachers, can be directed to such teachers as have proved on trial that they possess the requisite qualifications.

9. The necessary local arrangements can be made, and the services of experienced teachers secured for the purpose of facilitating the holding, in the spring and autumn, a teachers' class or Institute, where young and inexperienced teachers may spend one or two weeks in reviewing the studies which they are to teach, in the summer or winter schools; and witness, and to some extent, practice, the best methods of classifying, instructing, and governing a school.

10. The formation of town and county associations of teachers, for mutual improvement and the advancement of their profession, by weekly or monthly meetings, and by visiting each others' schools, and learning from each others' experience, can be encouraged.

11. Efforts can be put forth to collect a fund for the establishment, at the earliest moment, of a seminary where young men and young women, who have the desire and the natural tact and talent, can be thoroughly and practically trained for teachers of common schools.

12. A well qualified teacher, of the right tact and character can be employed to perform an itinerating Normal school agency through the schools of a particular town or county.

13. School celebrations or gatherings of all the children of a school society, or town, with their parents and teachers, for addresses and other appropriate exercises, can be held at the close of the winter and summer schools.

14. Village Lyceums can be established and assisted in getting up courses of popular lectures in the winter.

15. A central depository or office, supplied with plans of school-houses, apparatus, and furniture; a circulating library of books and pamphlets on education; specimens of school libraries, and the best text books in the various studies pursued in common schools, &c., can be established.

16. To give the highest efficiency to any or all of these means and agencies of school improvement, an individual should be employed to devote all, or a portion of his time, as agent under the direction of the Executive Committee of the Institute, and receive such compensation as can be raised by a special subscription for this purpose.

Every measure above enumerated has been tried and carried out in other states, successfully, by means of voluntary associations, similar to the one proposed.

TOPICS FOR CONSIDERATION AND DISCUSSION AT TEACHERS INSTITUTES,
ASSOCIATIONS, AND INFORMAL MEETINGS.

1. The daily preparation which the teacher should bring to the school-room.
2. The circumstances which make a teacher happy in school.
3. The requisites of success in teaching.
4. Causes of failure in teaching.
5. The course to be pursued in organizing a school.
6. The order of exercises or programme of recitations.
7. The policy of promulgating a code of rules for the government of a school.
8. The keeping of registers of attendance and progress.
9. The duties of the teacher to the parents of the children and to school-officers.
10. The opening and closing exercises of a school.
11. Moral and religious instruction and influence generally.
12. The best use of the Bible or Testament in school.
13. Modes of promoting a love of truth, honesty, benevolence, and other virtues among children.
14. Modes of promoting obedience to parents, respectful demeanor to elders, and general submission to authority.
15. Modes of securing cleanliness of person and neatness of dress, respect for the school-room, courtesy of tone and language to companions, and gentleness of manners.
16. Modes of preserving the school-house and appurtenances from injury and defacement.
17. Length and frequency of recess.
18. The games, and modes of exercise and recreation to be encouraged during the recess, and at intermission.
19. Modes of preventing tardiness, and securing the regular attendance of children at school.
20. Causes by which the health and constitution of children at school are impaired, and the best ways of counteracting the same.
21. The government of a school generally.
22. The use and abuse of corporal punishment.
23. The establishment of the teacher's authority in the school.
24. Manner of treating stubborn and refractory children, and the policy of dismissing the same from school.
25. Prizes and rewards.
26. The use and abuse of emulation.
27. Modes of interesting and bringing forward dull, or backward scholars.
28. Modes of preventing whispering, and communication between scholars in school.
29. Manner of conducting recitations generally; and how to prevent or detect imperfect lessons.
30. Methods of teaching, with illustrations of each, viz :
 - a. Monitorial.
 - b. Individual.
 - c. Simultaneous.
 - d. Mixed.
 - e. Interrogative.
 - f. Explanative.
 - g. Elliptical.
 - h. Synthetical.
 - i. Analytical.
31. Modes of having all the children of a school (composed as most District schools are, of children of all ages, and in a great variety of studies,) at all times something to do, and a motive for doing it.

32. Methods of teaching the several studies usually introduced into public schools—such as—

- a. The use, and nature, and formation of numbers.
- b. Mental Arithmetic.
- c. Written Arithmetic.
- d. Spelling.
- e. Reading.
- f. Grammar—including conversation, composition, analysis of sentences, parsing, &c.
- g. Geography—including map-drawing, use of outline maps, atlas, globes, &c.
- h. Drawing—with special reference to the employment of young children, and as preliminary to penmanship.
- i. Penmanship.
- j. Vocal music.
- k. Physiology—so far at least as the health of children and teacher in the school-room is concerned.

33. The apparatus and means of visible illustration, necessary for the schools of different grades.

34. The development and cultivation of observation, attention, memory, association, conception, imagination, &c.

35. Modes of inspiring scholars with enthusiasm in study, and cultivating habits of self-reliance.

36. Modes of cultivating the power and habit of attention and study.

37. Anecdotes of occurrences in the school, brought forward with a view to form right principles of moral training and intellectual development.

38. Lessons, on real objects, and the practical pursuits of life.

39. Topics and times for introducing oral instruction, and the use of lectures generally.

40. Manner of imparting collateral and incidental knowledge.

41. The formation of museums and collections of plants, minerals, &c.

42. Exchange of specimens of penmanship, map and other drawings, minerals, plants, &c., between the different schools of a town, or of different towns.

43. School examinations generally.

44. How far committees should conduct the examination.

45. Mode of conducting an examination by written questions and answers.

46. School celebrations, and excursions of the school, or a portion of the scholars, to objects of interest in the neighborhood.

47. Length and frequency of vacations.

48. Books and periodicals on education, schools and school systems.

49. Principles to be regarded in the construction of a school-house for schools of different grades.

50. Principles on which text-books in the several elementary studies should be composed.

51. The use of printed questions in text-books.

52. The private studies of a teacher.

53. The visiting of each other's schools.

54. The peculiar difficulties and encouragements of each teacher, in respect to school-house, attendance, supply of books, apparatus, parental interest and co-operation, support by committees, &c., &c.

55. The practicability of organizing an association of the mothers and females generally of a district or town, to visit schools, or of their doing so without any special organization.

56. Plan for the organization, course of instruction, and management generally of a Teachers Institute.

57. Advantages of an Association or Conference of the Teachers of a Town or State, and the best plan of organizing and conducting the same.

58. Plan of a Normal School or Seminary, for the training of Teachers for Common or Public Schools.

PLANS AND DESCRIPTIONS OF SCHOOL-HOUSES, RECENTLY ERECTED
IN RHODE ISLAND.

By the school law of Rhode Island, as revised in 1845, a school district cannot receive its distributive share of any appropriation made by the State, or the town in which the district is located, for the support of public schools, unless such district has complied with the requirements of the law, and, among other things, unless one or more public schools have been taught in the district by a teacher properly qualified, in a *school-house approved by the school committee of the town*. To enable the districts to comply with this provision of the law, the general power of taxation, for this and other school purposes, is conferred on a majority of the legal voters of every school district. To protect the property of a minority, and especially of non-residents, from an abuse of this power, and, at the same time, to secure a suitable school-house for the district, the amount of tax to be levied, and the location, and plan of the school-house must be approved beforehand by the school committee of the town, or the Commissioner of Public Schools for the State. It is also made the duty of the State Commissioner, "to diffuse, as widely as possible, by public addresses, and personal communication with school officers, teachers, and parents, a knowledge of existing defects, and desirable improvements in the administration of the school system." Under these provisions much has been done towards furnishing the public schools with spacious, attractive, and convenient school-houses. Prior to 1844, there was not a public school-house in the State, out of Providence, which could be pointed to as a model in the essential features of such a structure. In one half of the towns, the public schools were taught in buildings owned by proprietors, many of which were erected, originally, for other purposes, and all of them were unfit for children at school; they were badly located, small, inconvenient, and dilapidated. The attention of parents and school officers was early, earnestly, and perseveringly called to the almost necessary connection between a good school-house and a good school, and to the immense injury done to the comfort and health of children by the too common neglect of ventilation, temperature, and furniture of school-rooms. The subject was introduced into every public address, as a preliminary step in the work of educational improvement. Six thousand pamphlets, containing a variety of plans of school-houses for large and small districts, and for schools of different grades, were scattered over the State. Plans and details of construction were gratuitously furnished to builders and committees. Efforts were made to get up at least one model house in each county, in which the true principles of school architecture should be carried out, and could be seen. Men of wealth and intelligence in the large districts were seen and interested in the erection of new and commodious structures, which should be ornamental to their villages, and attractive and comfortable to the children. School committees were instructed to withhold the public

money from districts whose houses should be considered by them as *not school-worthy*.

The results have fully justified the practicability of these and other efforts—a complete renovation, nay, a revolution, having passed over the school-houses of this State. Old, dilapidated, repulsive, inconvenient houses having given place to new, neat, attractive and commodious structures, in a majority of the districts. Liberal appropriations have been freely voted; and men of business and taste have accepted the supervision of the expenditure. Rhode Island can now boast of more good school-houses, and fewer poor ones, in proportion to the whole number, than any other State—more than one hundred and fifty thousand dollars having been voluntarily voted for this purpose in less than three years, not including the city of Providence. The few poor houses which remain, if they can resist much longer the attacks of the elements, cannot stand up against the accumulating weight of public condemnation.

In the following pages will be found plans and descriptions of a few of the best school-houses, which have been recently erected in Rhode Island, for schools of different grades. They are not presented as faultless specimens of school-architecture, but as embracing, each, some points of excellence, either in style, construction, or arrangement.

Although the author of this treatise, as Commissioner of Public Schools for Rhode Island, was consulted in almost every instance by the local building committee, and was always gratified in having opportunities to furnish plans, or make suggestions—yet he was seldom able to persuade the committee, or the carpenters, to carry out his plans and suggestions thoroughly. Something would be taken from the height, or the length, or the breadth;—some objections would be made to the style of the exterior or the arrangement of the interior;—the plans recommended for securing warmth and ventilation were almost invariably modified, and in very many instances entirely neglected. He desires, therefore, not to be held responsible for the details of any one house, as it now stands—for being thus held responsible, he should probably receive credit for improvements which others are as much entitled to as himself, and should in more instances be held accountable for errors of taste, and deficiencies in internal arrangements, against which he protested with those having charge of the building. But with some reservation, most of the school-houses recently erected in Rhode Island can be pointed to as embracing many improvements in school architecture. To Mr. Thomas A. Teft, of Providence, much credit is due for the taste which he has displayed in the designs furnished by him, and for the elevations which he drew for plans furnished or suggested by the Commissioner. He should not, however, be held responsible for the alterations made in his plans by the committees and carpenters having charge of the erection of the buildings after plans furnished by him.

PLAN OF VILLAGE SCHOOL-HOUSE IN ALLENDALE, N. PROVIDENCE, R. I.

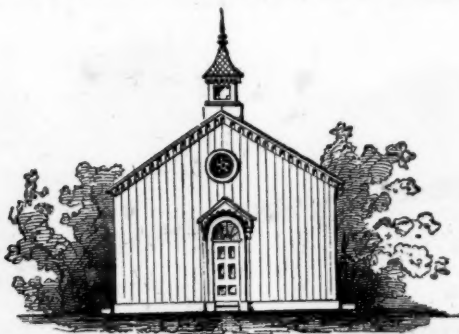


The above is a view of the Village school-house erected by Z. Allen, Esq., at Allendale, North Providence, after designs by T. A. Test, of Providence. It is situated in a beautiful grove, on a little knoll which admits of a basement room in the rear, originally designed for a library and reading room for the village, but now occupied by a Primary school. It is built of stone in a style very common in structures of this kind in England. The main room, which is intended for a school-room, although for the present used for lectures, and religious exercises, is very appropriately finished—the walls being made to represent stone work of a very subdued neutral tint, and the ceiling, supported by wooden tracery, is finished partially in the roof, leaving the necessary open space above to protect the room from the effects of excessive heat and cold. The ceiling, wainscoting, seats, desks and doors, are grained in imitation of oak. It is thoroughly ventilated and warmed by air heated in a chamber below.

By the above pleasing specimen of the Elizabethan style, and other varieties not commonly introduced into structures of this kind, Mr. Test has broken, in Rhode Island at least, the dull monotony of wretched perversions of architecture which characterize the village and country school-houses of New England. We shall present in another place a few specimens of the Elizabethan style, in front and side elevations, for large and small schools, which can be easily modified to suit the wants of particular localities.

In many neighborhoods it is a matter of economy to build of stone, and where this is the case, the style of architecture should be adapted to the material.

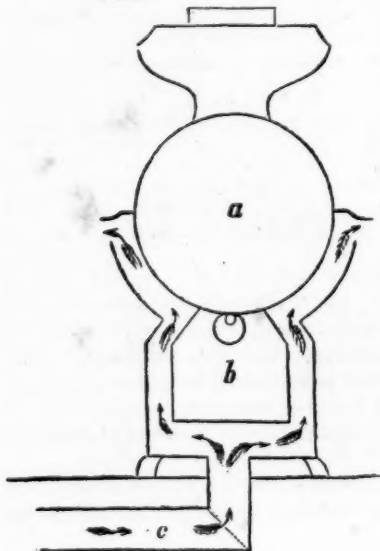
PLAN OF DISTRICT SCHOOL-HOUSE IN GLOCESTER, R. I.



The above cut represents the front elevation of a new school-house erected in District No. 13, in the town of Glocester, Rhode Island, which, for location, neatness, and proportion in the external appearance, mode of seating, warming and ventilation, can be consulted as a safe model for small agricultural districts. The cost of the building and furniture was \$600. The style and arrangement of the seats and desks is indicated in Figures 3 and 4. The end pieces are of cast iron, and so shaped, as to facilitate the sweeping of the room, and the pupils getting in and out of their seats, and at the same time are firmly attached to the floor by screws. This building is 30 feet by 20 feet.

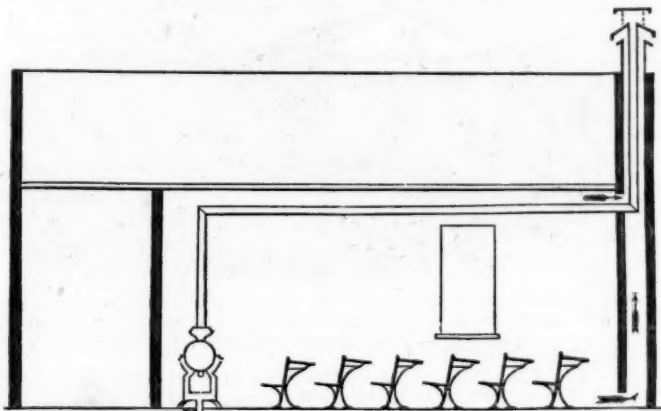
The room is heated by *Mott's Ventilating School Stove*, designed both for wood and hard coal. Fresh air is introduced from outside of the building by a flue beneath the floor, and is warmed by passing along the heated surfaces of the stove as indicated in the following section.

FIG. 2.



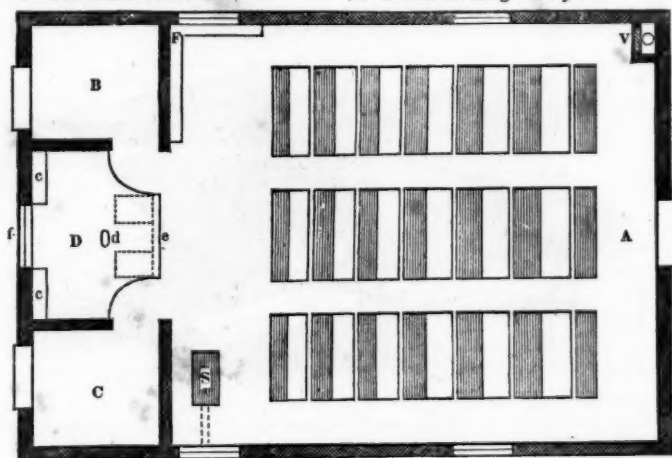
- A. A chamber, for coal or wood.
- B. A revolving grate with a cam motion, by which the ashes are easily detached and made to drop into the ash-pit below.
- C. Ash-pit, by which also the draught can be regulated, and the stove made an air-tight.
- D. Duct, or flue under the floor, by which fresh air from without is admitted under and around the stove, and circulates in the direction indicated by the arrows.

The smoke-pipe is carried in the usual way, high enough to prevent any injurious radiation of heat upon the heads of the pupils below, to the centre of the opposite end of the room, where, after passing through the ceiling, it enters the ventilating flue, which, commencing at the floor, is carried up through the attic and out above the roof, as shown in Figures 3 and 4. The heat of the smoke-pipe produces a lively upward current of the air in the upper portion of the ventilating flue, sufficient to draw off the lower stratum of air near the floor, and at the same time draw down, and diffuse equally through the room, the fresh air which is introduced and warmed by the stove at the opposite end.

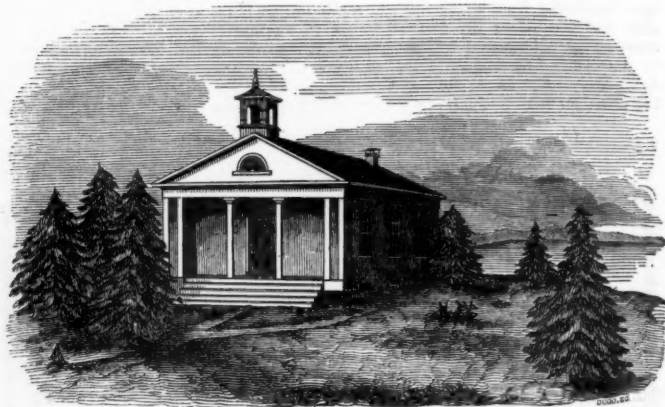


- A—Front entrance.
- B—Girls' Entrance and lobby.
- C—Boys' do. do.
- D—Teachers' platform.
- E—Seat and desk, for the pupils.
- S—Mott's ventilating school stove.
- V—Flue for ventilation.

- F—Seats for classes at recitation.
- d—Teacher's desk.
- e—Library of reference in front of teacher's desk.
- c—Closets for school library and apparatus.
- f—Fence dividing back yard.



PLAN OF DISTRICT SCHOOL-HOUSE IN BARRINGTON, R. I.



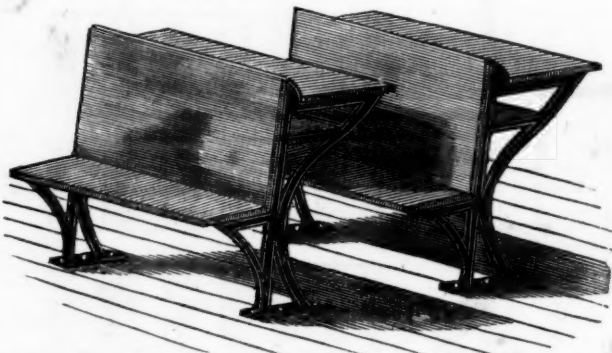
The above cut represents in perspective the new school-house in District No. 2, in the town of Barrington, Rhode Island—the most attractive, convenient, and complete structure of the kind in any agricultural district in the State—and, it is believed, in New England.

The house stands back from the highway in a lot, of an acre in extent, and commands an extensive view up and down Narraganset Bay, and of the rich cultivated fields for miles in every other direction.

The building is 40 feet long by 25 wide, and 12 feet high in the clear, and is built after working plans drawn by Mr. Telf, of Providence.

The school-room is calculated to accommodate 64 pupils, with seats and desks each for two pupils, similar to the following cut, and arranged as in Figure 3.

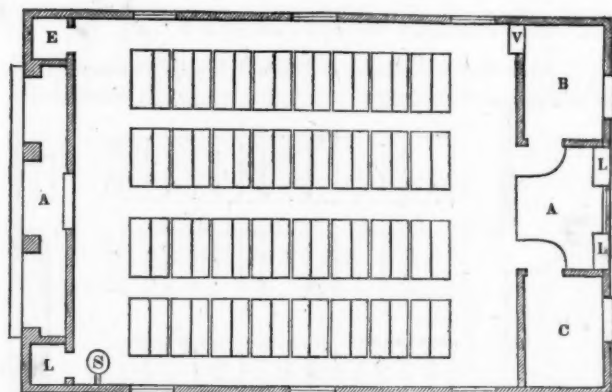
The end-piece, or supports, both of the desk and seat, are of cast-iron, and the wood-work is attached by screws. They are made of eight sizes, giving a seat from ten inches to seventeen, and a desk at the edge next to the scholar from seventeen to twenty-six inches from the floor.



Each pupil, when properly seated, can rest his feet on the floor without the muscle of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back.

DISTRICT SCHOOL-HOUSE IN BARRINGTON.

The yards and entrance for the boys and girls are entirely separate, and each is appropriately fitted up with scraper, mats, broom, water-pails, sink, hooks and shelves.



- A—Front entrance.
- B—Girls' entrance and lobby, fitted up with mats, scrapers, hooks, shelves.
- C—Boys' entrance.
- D—Teacher's platform.
- S—Boston Ventilating Stove.
- V—Flue for ventilation surmounted, by Emerson's Ejector.
- L—Cases for library.
- E—Closets for apparatus, &c.

The school is well supplied with blackboards, maps, globes, and diagrams, and such other instrumentalities as are necessary and useful in the studies usually taught in a district school.

There is abundance of unoccupied space around the sides of the room and between the ranges of desks to allow of the free movements of the teacher and of the pupils, in passing to and from their seats.

There is also a district library of about 600 volumes, containing a large number of books of reference, such as Dictionaries, Encyclopedia, and a variety of the best text books in the several studies of the school, to enable the teacher to extend his knowledge, and illustrate his recitations by additional information.

There are about one hundred volumes selected with reference to the youngest class of children, and about 400 volumes in the different departments of useful knowledge, calculated for circulation among the older pupils, in the families of the district generally.

The maps, apparatus and library were purchased by the Commissioner of Public Schools at an expense of \$250, which was contributed by five or six individuals. The building, furniture and land, cost about \$1200.

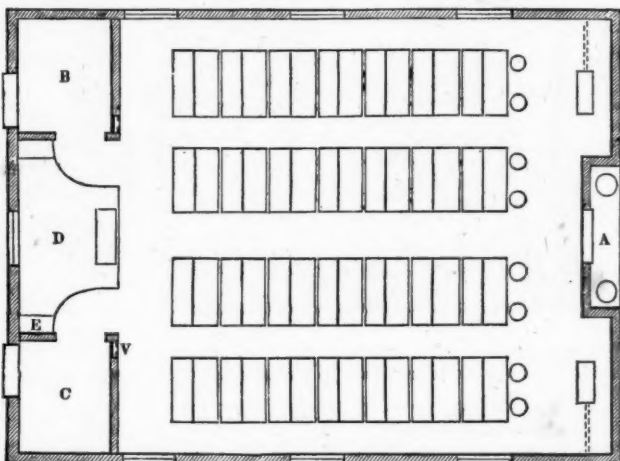
The school-room is warmed and ventilated under the direction of Mr. Gardner Chilson, Boston, by one of the *Boston Ventilating Stoves*, and by a flue constructed similar to those recently introduced into the Boston Public School houses by Dr. Henry G. Clark, and surmounted by Emerson's Ejector.

A cut and description of this stove, and of *Mott's Ventilating Stove* for burning wood as well as coal, is given on the next page.

The flue for ventilation is carried up in the partition wall, and is constructed of well seasoned boards, planed smooth on the inside.

More than sixty District school-houses have been erected in Rhode Island on the same general plan as that presented in the cuts of the Barrington and Gloucester school-house, with some slight variations required by the nature of the site, or the peculiar views of the majority of the district, or of the building committee, in each case. The following plans present some of these modifications. The first is 34 ft. by 25, and the second, 36 ft. by 27.

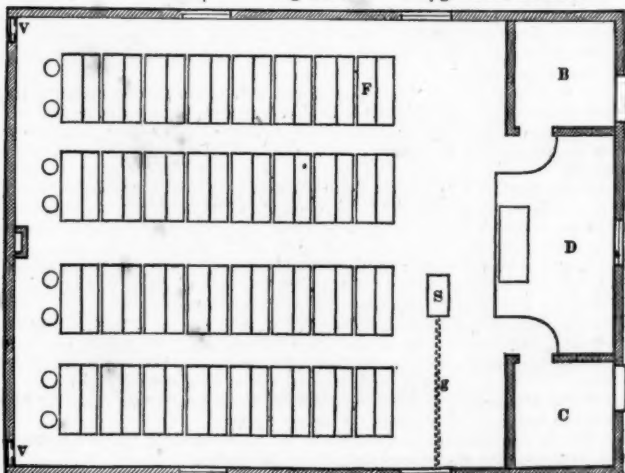
PLAN OF SCHOOL-HOUSE IN DISTRICT No. 10, CRANSTON.



A—Front entrance.
B—Girls' entrance.
C—Boys' do.

D—Teacher's platform.
E—Library.
S—Worcester Ventilating Stove.

V—Flue for ventilation.
F—Seat and desk with iron ends.
g—Cold air duct.

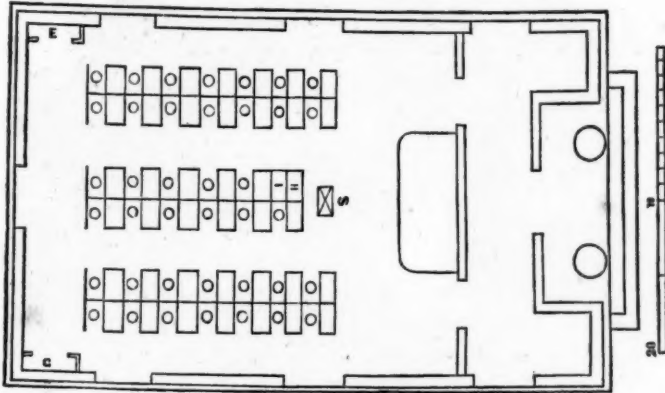


PLAN OF SCHOOL-HOUSE AT CLAYVILLE, SCITUATE.

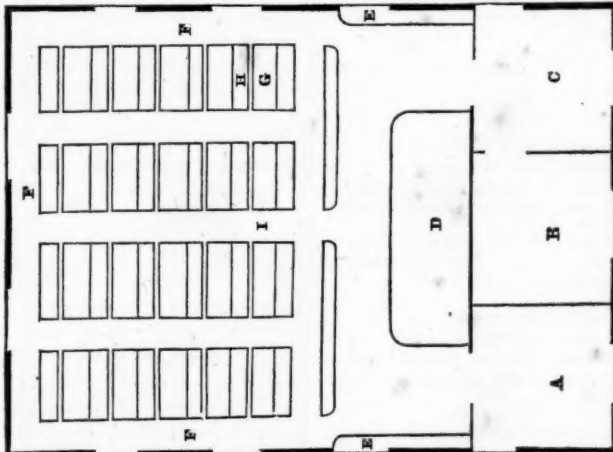
PLAN OF DISTRICT SCHOOL-HOUSE.

9

The following plan, although not followed throughout in any school-house in Rhode Island, presents substantially the internal arrangement which has been adopted in several instances, as in the school-house at Peacedale, in South Kingston, at Carolina Mills in Richmond, and in the lower room of the academy in Kingston.



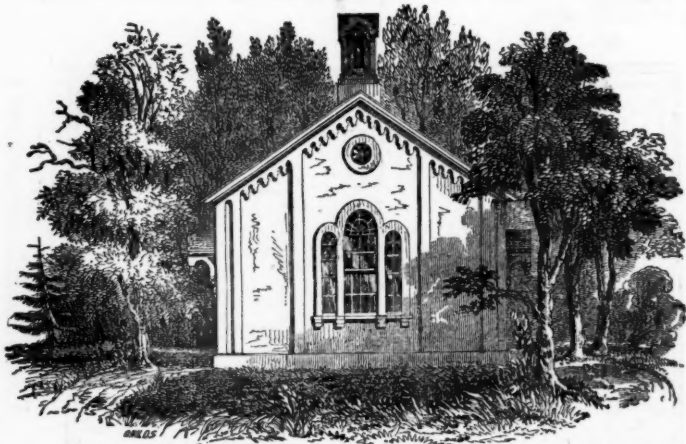
The following cut, which is copied from a plan of a district school-house recommended by Dr. Lord, Superintendent of the common schools of Columbus, Ohio, presents the plan of several district and village school-houses erected in Rhode Island. The house is 26 feet by 36 feet on the ground.



- A—Entry for girls, 8 feet square.
- C— do. for boys, do. do.
- B—Library and apparatus room.
- E—Recitation seats.
- D—Teacher's platform.

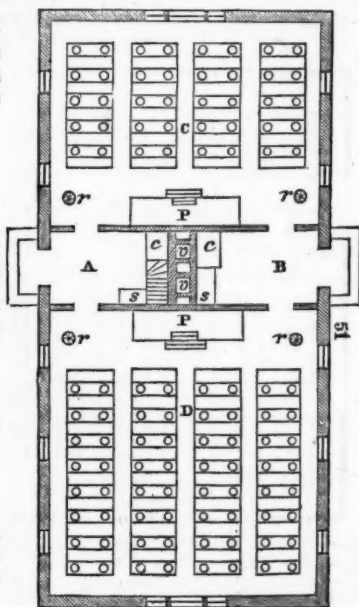
- H G—Seat and desk for two pupils, 4 feet long.
- F—Aisles, 2 feet wide.
- I— do. 18 inches wide.

PLAN AND DESCRIPTION OF DISTRICT SCHOOL-HOUSE IN CENTREMILL,
NORTH PROVIDENCE, R. I.



This house was erected after designs by Mr. Telf, of Providence. It stands back from the highway, on an elevated site, in the midst of a grove, and for beauty of design and convenience of arrangement, is not surpassed by any similar structure in New England. It is 26 feet by 51, and 13 feet high in the clear, with two departments on the same floor.

- A, Boys' entry, 6 feet by 10.
 B, Girls' ditto.
 C, Primary department, 20 feet by 25, with desks and seats attached for 70 pupils.
 D, Secondary, or Grammar department, 25 feet by 25, with desks and chairs for 64 pupils; see p. 120.
 r, Register for hot air.
 v, v, Flues for ventilation.
 c, Closets for dinner pails of those who come from a distance
 s, Sink.



The smoke pipe is carried up between the ventilating flues, and the top of the chimney is finished so as to accommodate the bell.

PUBLIC SCHOOL-HOUSE IN WARREN, R. I.

Fig. 1.



THE above cut exhibits a front view of the Public School-house erected in the village of Warren, at the expense of the town, in 1847-48, after drawings made by Mr. Teft, of Providence, under the directions of a committee of the town, who consulted with the Commissioner of Public Schools, and visited Providence, Boston, Salem, Newburyport and other places, in order to ascertain the latest improvements in school architecture, before deciding on the details of the plan. To this committee, and particularly to two of its members, Mr. E. W. Burr and Mr. G. S. Gardiner, is the town largely indebted for the time and personal supervision which they devoted to this public improvement, from its first inception to its completion, without any other reward than the realization of their wish to secure for their town the best school-house, for the amount of money expended, in the State. The Commissioner of Public Schools remarked, in his address at the dedication of the house, in September, 1848, "that, for location, style, construction, means of warming, ventilation, and cleanliness, and for the beauty and convenience of the seats and desks, he had not seen a public school-house superior to this in New England. It is a monument at once of the liberality of the town, and of a wise economy on the part of the committee." The town appropriated \$10,000, and the committee expended \$8,594.

The opening of the Public School in this edifice was followed by a large increase of attendance from the children of the town.

The lot is 225 deep and 100 feet wide for a depth of 125 feet, and 161 feet wide for the remaining 64 feet. It is divided into three yards, as exhibited in the ground plan, (Fig. 2,) each substantially inclosed, and planted with trees and shrubbery.

The dimensions of the building are 62 feet by 44 on the ground. It is built of brick in the most workmanlike manner.

Most of the details of construction, and of the arrangement in the interior, are similar to those described on page 214.

Each room is ventilated by openings controlled by registers, both at the floor and the ceiling, into four flues carried up in the wall, and by a large flue constructed of thoroughly seasoned boards, smooth on the inside, in the partition wall, (Fig. 3, x.)

The whole building is uniformly warmed by two of Culver's furnaces placed in the cellar.

Every means of cleanliness are provided, such as scrapers, mats, sink with pump, wash basin, towels, hooks for outer garments, umbrella stands, &c.

The tops of the desks are covered with cloth, and the aisles are to be cheaply carpeted, so as to diminish, if not entirely prevent, the noise which the moving of slates and books, and the passing to and fro, occasion in a school-room.

Fig. 2.

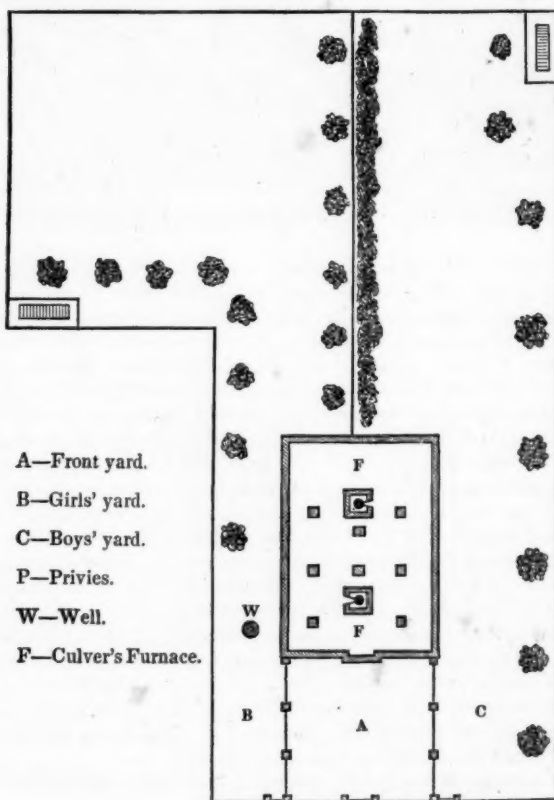
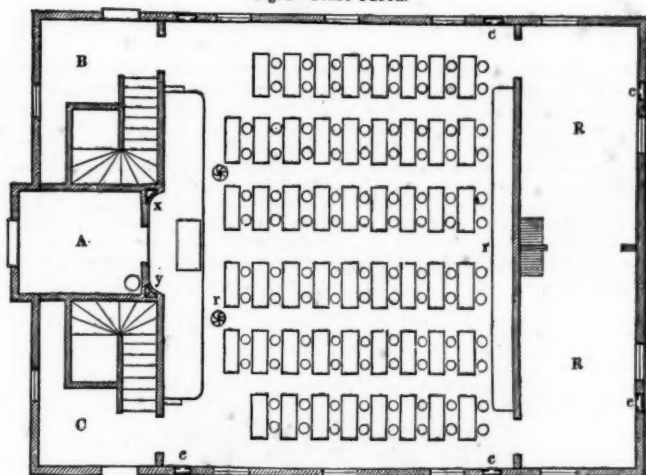


Fig. 3—FIRST FLOOR.



A—Front entrance.

B—Girls' entrance, with mats, scrapers, hooks for clothes, a sink, pump, basin, &c.

C—Boys' entrance do.

R—Recitation rooms, connected by sliding doors.

R, P—Platform for recitation, with a blackboard in the rear.

T—Teacher's platform.

S—Seats and desks; see page 205.

Q—Library and apparatus.

w—Windows, with inside Venetian blinds.

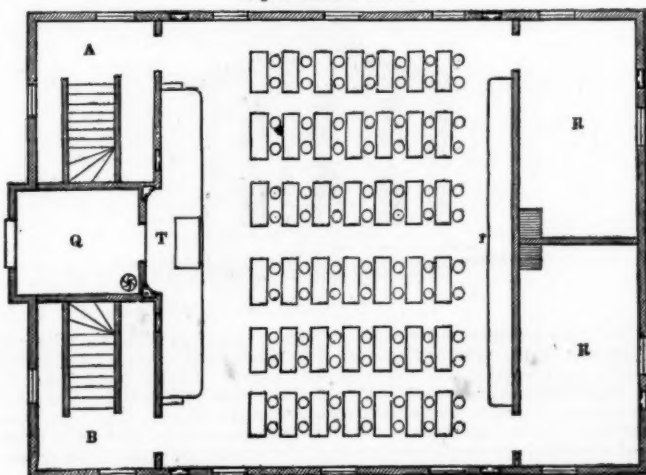
c—Flues for ventilation in the outer wall.

x—Flue for ventilation, lined with smooth, well seasoned boards.

y—Bell-rope, accessible to the teacher by an opening in the wall.

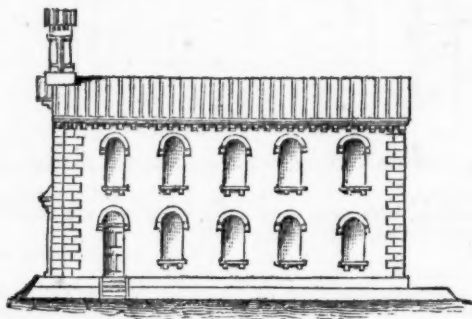
r—Hot air registers.

Fig. 4—SECOND FLOOR.



UNION SCHOOL-HOUSE, AT WOONSOCKET AND CHEPACHET, R. I.

By the school law of Rhode Island, two or more adjoining school districts in the same, or adjoining towns, may, by concurrent vote, agree to unite for the purpose of maintaining a secondary or grammar school, for the older and more advanced pupils of such associating districts. Under this provision the four school districts in the town of Cumberland, which comprise the village of Woonsocket, voted to unite and provide a school-house for the more advanced pupils, leaving the younger to be accommodated in their respective districts. The Union school-house is located on a beautiful site, the donation of Edward Harris, Esq., and is built substantially after the plan of the Warren Public school-house, already described, at a cost of \$7,000. The following are the front and side elevations, as originally drawn by Mr. Telf, but not adopted by the committee.



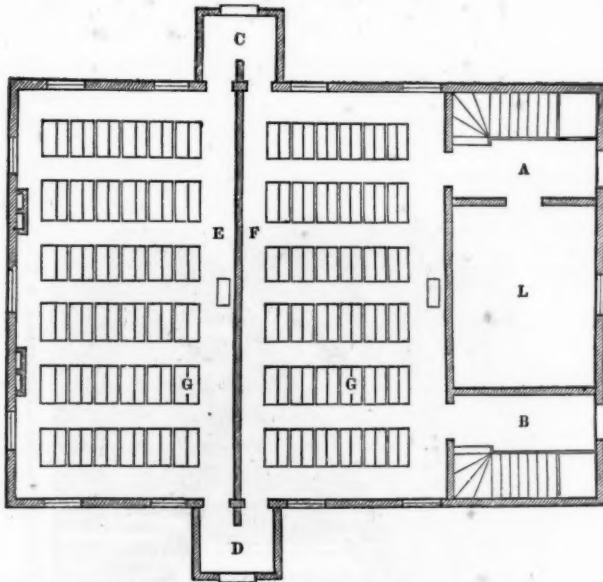
SIDE ELEVATION.



FRONT ELEVATION.

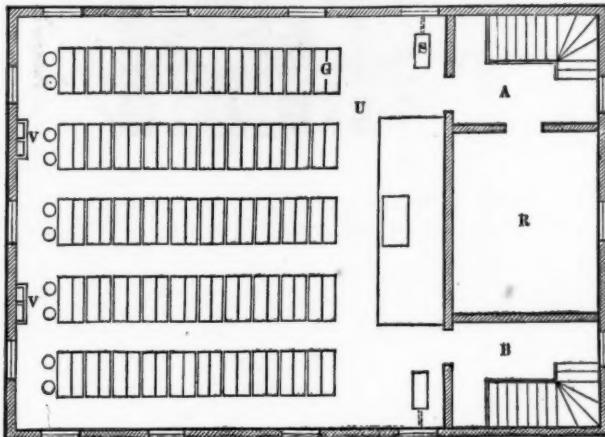
Under the provision above cited, the three districts into which the village of Chepachet, in the town of Glocester, is divided, voted to establish a Union School, and to provide a suitable house for the same. The building is 50 feet by 34, with two stories, and stands in the centre of a large lot, a little removed from the main street, and is the ornament and pride of the village. The lower floor is divided into two apartments; one for the Primary, and the other for an Intermediate School, for the younger pupils of the village, while the Union or Secondary School occupies the whole of the second floor.

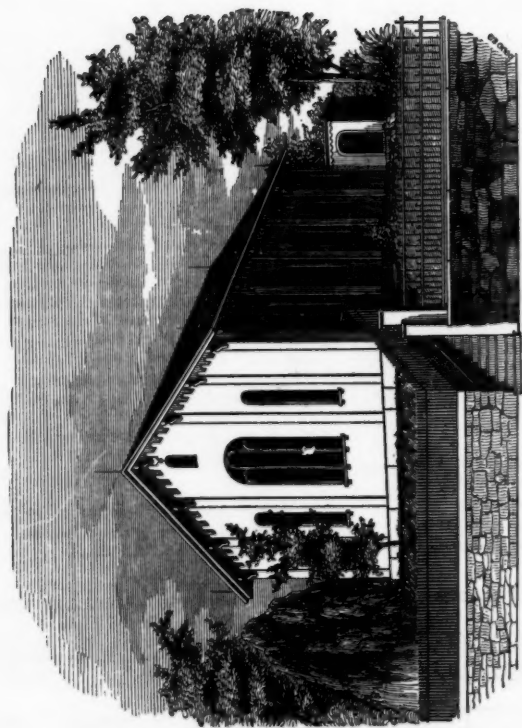
Fig. 1.—PLAN OF FIRST FLOOR.



- A—Entrance for Girls to Secondary School, U.
 B— " " Boys " " "
 C— " " Girls to Primary, E, and Intermediate School, F.
 D— " " Boys " " "
 E—Primary School-room.
 F—Intermediate "
 U—Secondary "
 L—Manton Gloucester Library of 900 volumes.
 R—Recitation room. S—Stove. V—Flue for ventilation.
 G—Seat and desk attached, for two pupils, with iron ends.

Fig. 2.—PLAN OF SECOND FLOOR.



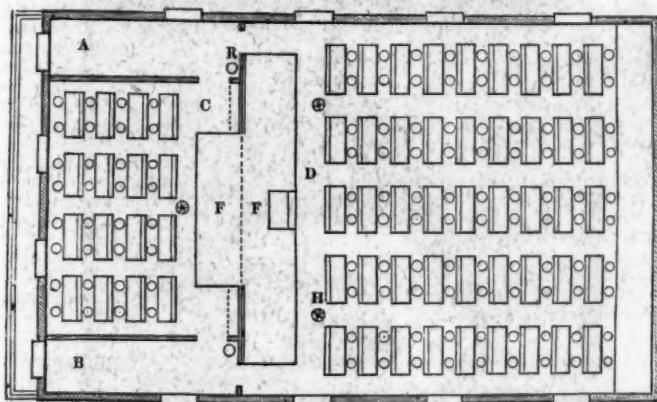


PERSPECTIVE OF MR. JOHN KINGSBURY'S FEMALE SEMINARY, PROVIDENCE, R. I.

The perspective of the new school-house at Center Mill, North Providence, on the preceding page, gives a very inadequate idea of the proportion and style of the building itself. Better justice is done to the architect in the view on the next page, of Mr. Kingsbury's Female Seminary in Providence.

PLAN OF SCHOOL-HOUSE AT WASHINGTON VILLAGE IN COVENTRY, R. I.

The following cut presents the ground plan of the new school-house in the village of Washington, in the town of Coventry, R. I. The location is on the high ground in the rear of the village, and commands an extensive prospect in every direction. The site and yard, occupying one acre, was given to the district by Governor Whipple. The whole structure, without and within, is an ornament to the village, and ranks among the best school-houses in Rhode Island.



A—Boy's entrance.

B—Girl's entrance.

C—Primary school-room.

D—Secondary, or Grammar Department.

E—Teacher's platform.

The two school-rooms can be thrown into one, for any general exercise of the two schools, by sliding doors.

The two rooms are uniformly heated by a furnace in the basement.

There is a well, sink, basin, mats, scrapers, bell, and all the necessary fixtures and appendages of a school-house of the first class.

The cost of the building and furniture was \$2,300.

The district possesses a library of upwards of four hundred volumes, the cost of which was raised by subscription in the District.

F—Desks for two, with iron end-piece.

G—Chairs supported on iron pedestal.

H—Register for hot air.

R—Flue for ventilation, within which is carried up the smoke-pipe.

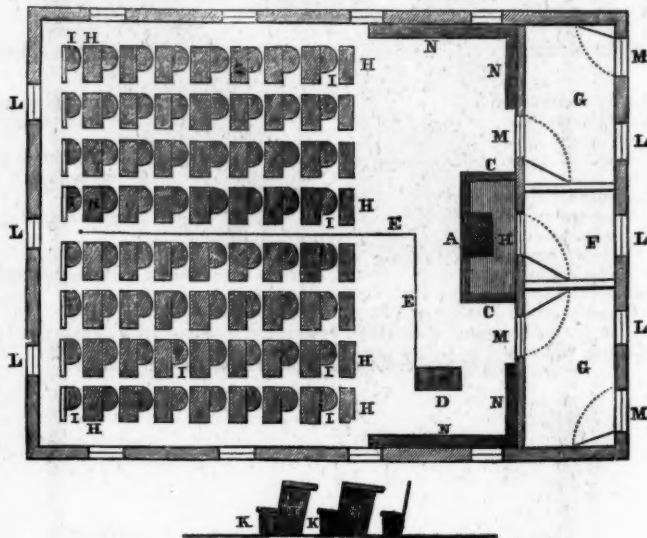
PLANS OF SCHOOL-HOUSES RECENTLY ERECTED IN NEW HAMPSHIRE.

The following plans, and the descriptions of the same, are taken, by permission, from the "*Third Annual Report of the Commissioner of Common Schools* (HON. R. S. RUST,) to the Legislature of New Hampshire, January, 1849."

PLAN OF DISTRICT SCHOOL-HOUSE IN DUBLIN, N. H.

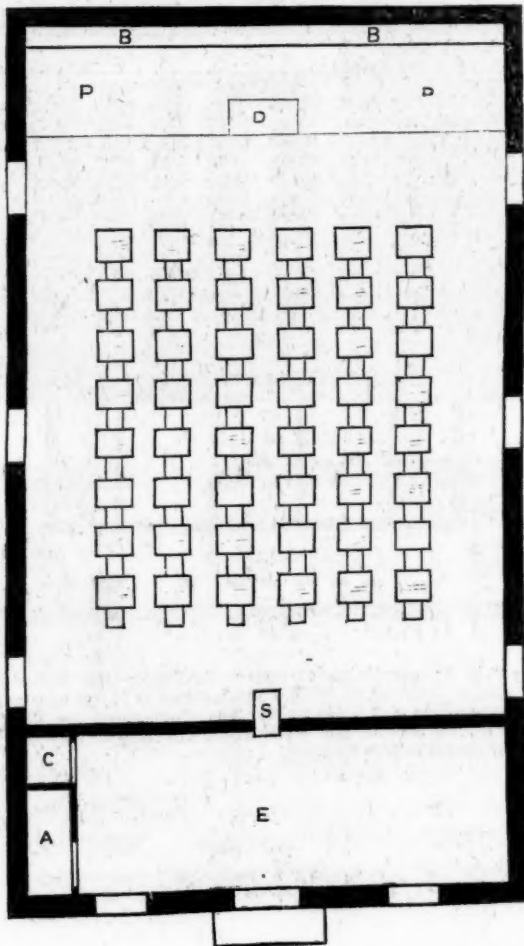
The building is 42 by 32 feet on the ground, and 11 feet high in the clear. The school-room of 29 by 35 feet inside, and is furnished with 64 seats (I,I,I,) and as many desks (H,H,H.) The desks are made of birch board, and painted green, each 2 feet long and from 10 to 18 inches wide, and are all numbered. The supports at the end of the desks are framed down through the floor into the sleepers, or joints under the floor. The seats are in the form of wooden chair bottoms, and are 16 inches down to 10 in height, and are placed at the left hand of the writing desk, so as to make it convenient for the scholar in writing, and give him space to stand within the line of his desk. The outside aisles are 18 inches, the center 24 inches, and the outer 16 inches wide. There are movable seats (N,N,) in front, and on either side of the teacher, for recitation. The entrances (G,G,) one for boys and one for girls, are fitted up for hats, bonnets, &c., and can be used for recitation rooms. Back of the teacher's platform (A,) is a small room for a library, apparatus, and the use of the teacher. The room is heated by one of the Worcester Common School Stoves, which cost about \$18. By means of a flue under the floor, the air is introduced beneath the stove, and circulates through heated tubes before it is admitted into the room, on the principle of a furnace.

The ventilation of the room is partially secured by openings into the attic, and hence into the open air.



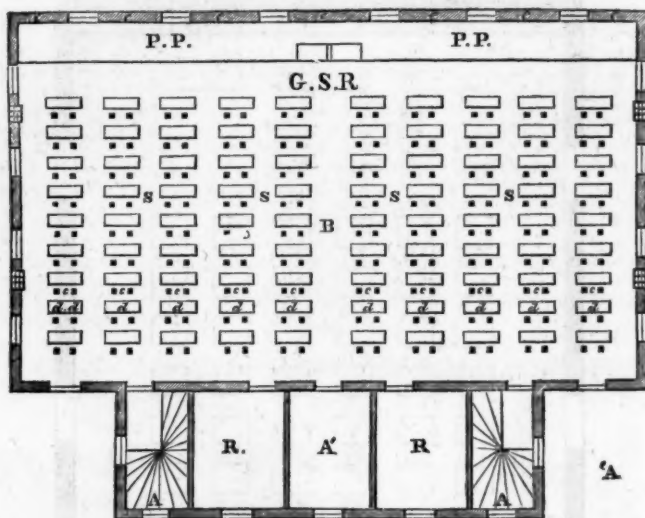
PLAN OF DISTRICT SCHOOL-HOUSE IN GREENLAND, N. H.

The building is 50 feet long by 30 feet wide, and 12 feet high in the clear. It is built of brick. A large entry (E), is partitioned off from the school-room, and fitted up not only to receive the hats, bonnets, &c., of the pupils, but to accommodate all the pupils in rainy weather during recess, as well as those who reside at a distance, when they arrive at the school-house before the school-room is opened, and those who may be obliged to stay during recess. The entry and the school-room is heated by a large stove (S) placed in the partition. The teacher's platform (P) is placed at the end of the school-room, and is raised one step above the floor. Back of the teacher, along the wall, are cases (B) for apparatus, and a well-selected library of 200 vols. There are 48 separate desks of different heights, framed on posts permanently fixed to the timbers of the floor, and fitted with seats of corresponding heights set in cast iron frames secured to the floor; both seats and desks are stained and varnished.



PLAN OF GRAMMAR SCHOOL-HOUSE IN MANCHESTER, N. H.

The new Grammar School-house in Manchester, N. H., is about 76 feet on the ground, and cost over \$8,000. It accommodates two Primary Schools on the first floor, and the Grammar School on the second floor. The Grammar School is reached by two stairways (A,A.), one for boys and one for girls. The school-room on the second floor is 74 feet by 42, and will accommodate, when the (c) seats and desks (d) are all in, over 200 pupils. Blackboards occupy the space between the windows (c), and back of the teacher's platform (P). There are two recitation rooms (R,R.), each 14 feet by 12, and a room (A) 14 feet by 8, for apparatus and library, in the projection in front of the building. The aisles between the desks (S) are 3 feet, and the center aisle (B) is 6 feet wide.



The cut in the opposite page represents the Public High School-house at Great Falls, in Somersworth, N. H. The building is 71 feet long by 51 wide, with a front projection of 5 feet by 11. The school-rooms are fitted up after the most approved plan, and the whole edifice will compare favorably with the best school-houses in New England.

PLANS AND DESCRIPTION OF THE ACADEMY BUILDING, ROME, N. Y.

We are indebted to Edward Huntington, Esq., for the following plans and description of the new Academy building recently erected in Rome, N. Y., under his supervision. The building is 70 feet by 44 feet on the ground.

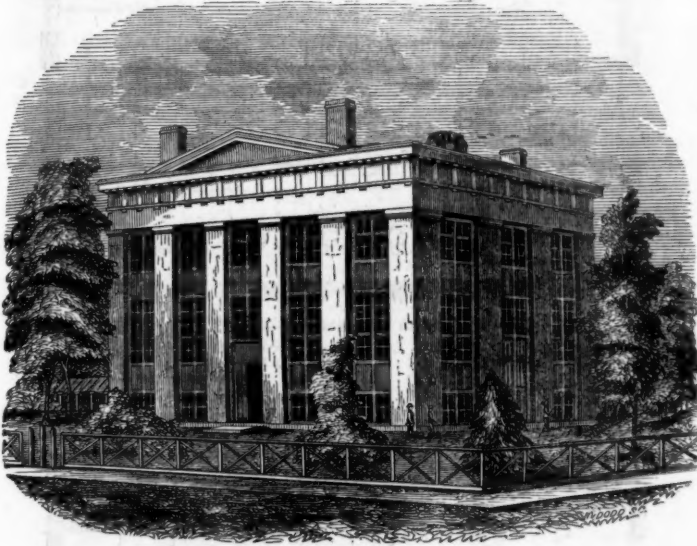
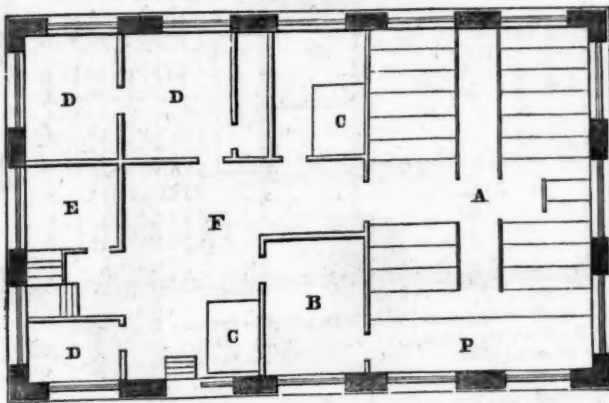
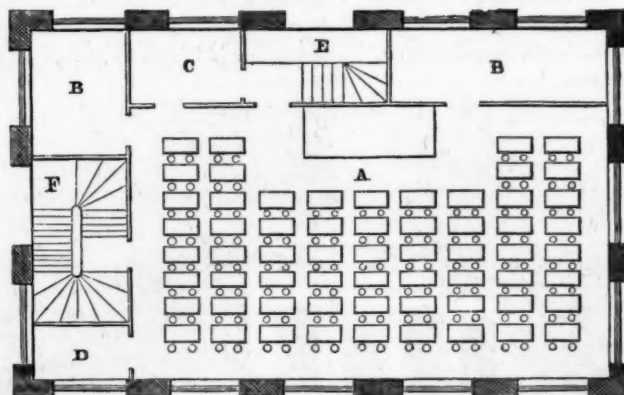


FIG. 2. BASEMENT.



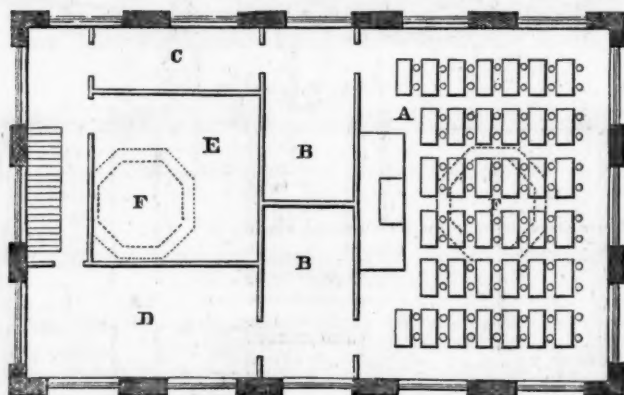
A—Lecture-room and Chapel. B—Laboratory. C, C—Furnaces.
D, D, D—Janitor's rooms. E—Entry. F—Hall.

FIG. 3. PLAN OF FIRST FLOOR.



- | | |
|--------------------------------------|-------------------------|
| A—Boys' School-room, with 124 seats. | D—Closet for Apparatus. |
| B, B—Recitation-rooms. | E—Entrance for Boys. |
| C—Dressing-room. | F—Entrance for Girls. |

FIG. 4. PLAN OF SECOND FLOOR.



- | | |
|--------------------------------------|---------------------------------|
| A—Girls' School-room, with 76 seats. | D—Primary Department. |
| B, B—Recitation-rooms. | E—Library, lighted by skylight. |
| C—Dressing-room. | F—Skylight in ceiling. |

The building was erected in 1848, on a lot 198 by 170 feet, on the corner of Court and James streets, fronting the public square, and is of brick, 70 by 44 feet on the ground. The basement wall, up to the water table, is of stone, laid in hydraulic cement. The roof is covered with tin, laid in white lead.

The basement, 10 feet high in the clear, contains a lecture-room (which serves also as a chapel,) 26½ by 40 feet, with comfortable seats to accommodate conveniently 200 pupils. The floor descends 2 feet from the rear of the room to the platform, giving 12 feet height immediately in front of it. A laboratory, 12 by 15½ feet, adjoins the lecture-room, with which it communicates by a door at the end of a platform. The remainder of the basement floor is occupied by the furnaces for warming the building, and by the rooms of the Janitor.

The FIRST FLOOR is occupied by the male department, and consists of a school-room about 30 by 54 feet, and nearly 15 feet in clear height, with two recitation-rooms, entries, &c. There are 62 desks, each four feet long and accommodating two pupils.

On the SECOND FLOOR are the girls' school-room, about 28 by 40 feet, with seats for 76 pupils, 2 recitation-rooms, library, hall, and room occupied by Primary department. There is a large skylight in the centre of the girls' school-room, and another in the library. The rooms are 15 feet in height.

The building is thoroughly and uniformly warmed by two furnaces in the basement, and a change of air is secured by ventilators at the top of the rooms, and also near the floor, opening into flues which are carried up in the chimneys. The warmth imparted by the smoke which passes up in the adjoining flues secures a good draft. In the upper story additional means of ventilation are furnished by the skylights, which can be partially opened.

The desks are of varnished cherry, similar in form to Ross's school desk.

FIG. 5.

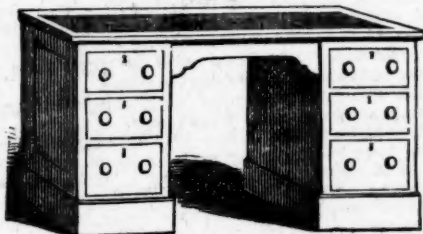


The supports are of wood, however, instead of cast-iron, and the seats are easy Windsor chairs. Both seats and desks are firmly secured to the floor by small iron knees and screws.

The school and recitation rooms are all furnished with large slates set in the wall, in the room of blackboards.

The teachers' desks in the school-rooms are similar to Fig. 6.

FIG. 6.



The whole cost of the building, including furnaces, scholars' desks and chairs, slates and inkstands, was about 6,000 dollars.

PLANS AND DESCRIPTION OF THE PUBLIC HIGH SCHOOL-HOUSE,
HARTFORD, CONN.

The Public High School-House of Hartford was built after more than ordinary search for the best plan, (a committee having visited Boston, Lowell, Salem, Newburyport, Worcester, Providence, and Middletown, for this purpose,) under the constant oversight of a prudent, practical and intelligent building committee, and with due regard to a wise economy. The committee were limited in their expenditure for lot, building, and fixtures, to \$12,000; and when it was ascertained that a suitable building could not be constructed for that sum, individuals on the committee immediately contributed \$2,400 out of their own pockets to complete the house with the latest improvements. The committee have now the satisfaction of knowing that their contributions and personal oversight have been mainly instrumental in erecting and furnishing the most complete structure of the kind in New England, when the aggregate cost is taken into consideration.

The High School is designed for both males and females, and the arrangements of the buildings, and the grounds, are made with reference to the separation of the sexes, so far as this is desirable in the same school.

The lot on which the building stands is at the corner of Asylum and Ann streets, and is at once central, and large enough for the appropriate yards. The yards are separated by a close and substantial board fence, and the grounds are well laid out and properly inclosed; they will also soon be planted with trees and shrubbery. The building is of brick, three stories high, upon a firm stone basement. Its dimensions are 50 by 75 feet. The basement is 13 feet in the clear, six feet of which are above the level of the yard. * This part of the building is occupied by furnaces, coal bins, sinks, pumps, entrance rooms, &c. At one end, and on two opposite sides of the building, a stair case eleven feet in width extends from each of the two entrance rooms, to the upper story, with spacious landings on the first and second floors. Two rooms, each 11 by 14 feet, are between the stair cases, the one on the first floor being used for a front entry to the building, and the one on the second floor being appropriated to the Library and Apparatus. Two closets, eleven by four feet on the first floor, and immediately beneath the stair cases, receive the outer garments, umbrellas, &c., of the teachers.

An aisle of four feet four inches in width extends between the desks and outer walls of the rooms, and between every two ranges of desks is an aisle of two feet four inches in width. An aisle of eight feet in width passes through the middle of the rooms, parallel to the narrower passages. A space of five feet in width is likewise reserved between the remote seats in the ranges and the partition wall of the rooms. Around the sides of the rooms, tastefully constructed settees are placed for occasional recitations, and for the accommodation of visitors, and in the upper room for the use of the pupils of the room below, during the opening and closing exercises of the school.

The pupils, when seated, face the teachers' desks and platforms, which occupy the space between the entrance doors of each room.

A blackboard, or black plaster surface, forty feet long, and five broad, extends between the doors leading to the recitation rooms, which are also lined with a continuous blackboard. There is also a blackboard extending the entire length of the teachers' platform in the lower room, and two of smaller dimensions in the room above, a part of the space being occupied by the folding doors leading to the library and apparatus room. Twenty chairs, of small dimensions and sixteen inches in height, are placed around each recitation room, thirteen inches apart and seven inches from the walls, and securely fastened to the floor. A clock, with a circular gilt frame and eighteen-inch dial plate, is

placed over the teachers' platform in each school room, in full view of the pupils. A small bell is also placed above the teachers' platform in the lower room, with a wire attached, passing to the desk of the Principal, in the room above, by which the time of recesses, change of recitation classes, &c., are signified to the members of the lower rooms.

The school-rooms in the first and second stories are 50 feet square, and 13 feet in height—to each of which, two recitation rooms 12 by 23 feet are attached. The large rooms are furnished with "Kimball's improved School Chairs and Desks," placed in six ranges, extending back from the teachers' platforms, ten desks forming a range, and two chairs attached to each desk, furnishing accommodations in each room for 120 pupils—60 of either sex. Ample room yet remains in front of these ranges to increase the number of desks when the wants of the school demand them. The desks are four feet in length and one foot four inches in breadth, constructed of cherry, oiled and varnished. The moderately inclined tops are *fixed* to the end supporters, and the openings for books are in front of the pupils. Glass inkstands are inserted in the tops of the desks, and the ink protected from dust and the action of the atmosphere by mahogany covers turning on pivots. The chairs are constructed with seats of basswood, hollowed, and backs of cherry, moulded both to add beauty to the form of the chair, and to afford support and comfort to the occupants. All are neatly stained and varnished, and they, as well as the desks, rest on iron supporters, firmly screwed to the floor.

The entire upper story is converted into a hall, being twelve feet in height at the walls, rising thence in an arch to the height of seventeen feet. This is appropriated to reading, and declamation, and for the female department of the school, to daily recess, and calisthenic exercises. A moderately raised platform is located at one end, above which an extended blackboard is placed, and settees are ranged around the walls; these, properly arranged, together with the settees from the lower rooms, which are easily transported above, speedily convert the open *Hall* into a commodious Lecture room,—and also adapt it to the purposes of public examinations and exhibitions.

In each of the two entrance rooms are placed the means of cleanliness and comfort,—a pump of the most approved construction, an ample sink, two wash basins with towels, glass drinking tumblers, and a looking-glass. Ranges of hooks for hats, coats, bonnets, cloaks, &c., extend around the rooms, and are numbered to correspond with the number of pupils, of each sex, which the capacity of the house will accommodate. In the girls' room, pairs of small iron hooks are placed directly beneath the bonnet hooks, and twelve inches from the floor, for holding the over-shoes. In the boys' room, boot-jacks are provided to facilitate the exchange of boots for slippers when they enter the building—an important article, and of which no one in this department of the school is destitute. A thin plank, moderately inclined by hollowing the upper side, is placed upon the floor, and extends around the walls of the room, to receive the boots and convey the melted ice and snow from them, by a pipe, beneath the floor. A large umbrella stand is furnished in each of the two entrance rooms, also with pipes for conveying away the water. Stools are secured to the floors for convenience in exchanging boots, shoes, &c. Directly under the stairs is an OMNIUM GATHERUM—an appropriate vessel, in which are carefully deposited shreds of paper, and whatever comes under the denomination of *litter*, subject, of course, to frequent removal. These rooms, in common with the others, are carefully warmed. The wainscoting of the entrance rooms, and the stair case, is formed of narrow boards, grooved and tongued, placed perpendicularly, and crowned with a simple moulding. The railing of the stair case is of black walnut. A paneled wainscoting reaching from the floor to the base of the windows, extends around the walls of the remaining rooms. All the wood work, including the library and apparatus cases, is neatly painted, oak-grained, and varnished. The teachers' tables are made of cherry, eight feet in length, and two feet four inches in breadth, with three drawers in each, and are supported on eight legs. A movable writing desk of the same material is placed on each. Immediately in front of the teachers' desk in the upper room, a piano is to be placed, for use during the opening and closing exercises of the school, and for the use of the young ladies during the recesses. Venetian window blinds with rolling slats, are placed inside the windows, and being of a slight buff color, they modify the light without imparting a sombre hue to the room.

The building is warmed throughout by two of Hanks' Improved Air Heater, placed in the basement.

The ventilation of the school-rooms, or the rapid discharge of the air which has become impure by respiration, is most thoroughly secured in connection with a constant influx of pure warm air from the furnaces, by discharging ventiducts or flues, situated on each side of the building at the part of the rooms most distant from the registers of the furnaces. The ventiducts of each room are eighteen inches in diameter, and are carried from the floor entirely separate to the Stationary Top, or Ejector above the roof. The openings into the ventiducts, both at the top and bottom of the room, are two feet square, and are governed by a sliding door or blind.

A flight of stone steps leads to the front and main entrance of the building. The architectural entrance is of simple design, fourteen feet in width, and twenty feet in height. All the parts are wrought from dark colored stone, and on the crowning stone of the entablature, PUBLIC HIGH SCHOOL, appears in plain and prominent relief. Large folding doors, with side and top lights, close the entrance.

A side knob commands a bell suspended in the Library Room, directly behind the Principal.

A broad stone walk reaches from the steps to the street; flagging walks also extend from the street to the side entrances of the building, and thence to the outbuildings.

The Library contains an Encyclopedia, the most approved Dictionaries, both Classical and English, and other important books of reference for the use of the School, together with selected works for the direct professional reading of the teachers.

Several educational and scientific periodicals are furnished to the School, and which at the end of each year will form additional volumes for the Library.

Pelton's and Olney's, together with Mitchell's new series of outline maps, published by J. H. Mather & Co., of Hartford, Ct., and a fourteen-inch terrestrial globe, aid in the department of General Geography.

Mattison's series of sixteen astronomical maps; a fourteen-inch celestial globe; Vale's improved twenty-four-inch celestial globe and transparent sphere; a magic lantern, with sets of slides, containing thirty accurate telescopic and astronomical views; a reflecting telescope of five feet focal distance, with magnifying power of 700, and Chamberlin's best Tellurium, aid in the department of Astronomy.

Historical maps, charts, &c., an Isothermal chart, and set of large drawings to illustrate the anatomical structure, and the physiological functions of the system, will be procured.

The following apparatus has already been procured to aid in illustrating and demonstrating in the studies named:

MECHANICS.—Set of mechanical powers, arranged in a mahogany frame, comprising three levers, each sixteen inches long. Five sets of brass pulleys strung with cord and properly balanced. Brass weights from one to sixteen ounces. Screw and lever with nut. Screw as an inclined plane. Ship capstan. Wheel and axle. Wedge in two parts. Inclined plane, with carriage. Movable fulcrum and lever, for combining the power of screw and lever. Machine for illustrating the centrifugal and centripetal forces—thirteen experiments.

PNEUMATICS.—Air Pump—frame made of rose-wood beautifully polished—barrel twelve by four inches inside; large plate, stop-cock, and barometer in vacuo, and worked with a polished steel lever four feet in length, \$85.00. Large swelled, open-top bell glass. Several plain bell glasses of smaller dimensions. Bell glass with brass cap to receive stop-cock. Connector, sliding rod, &c. Revolving jet in vacuo. Bursting squares and wire guard for same. Condensing chamber and condensing gauge. Artificial fountain, with exterior and interior jets. Sheet rubber bag in vacuo, illustrating the rarefaction of confined air by removing the pressure of the external. Mercury tunnel to exhibit the mercurial shower, porosity of wood, pressure of the air, and also the luminous shower. Guinea and feather tube. Philosophical water hammer.

Apparatus illustrating the absurdity of suction, or the necessity of atmospheric pressure to the operation of the lifting pump. Torricellian barometer improved. Bell in vacuo. Apparatus illustrating the buoyancy of air, gas, &c. Weighing air and specific gravity apparatus. Freezing apparatus with thermometer. Condensing syringe. Cylindrical open-top bell glasses, three sizes. Hand and bladder glass, to illustrate atmospheric pressure. Bladder cap, with cap and stop-cock. Double acting exhaustor and condenser. Brass hemispherical caps with handles, stop-cock and stand. Apparatus to illustrate the upward pressure of the atmosphere. Connecting screws, guard screws, sliding rod, with packing screws and binding screws. Flexible hose and screw connectors. Hydrogen bottle. Lead hose for conducting gases. Floating bulbs for condensation. Sheet rubber and sheet rubber bags. Glass bells and stems for freezing apparatus. Pair magnetic swans. Detonating glass tubes. Wire gauze, to illustrate Davy's safety lamp.

HYDROSTATICS.—Hydrostatic bellows, with glass and brass tubes, glass tunnels, weights, &c. Pair of working models of the forcing and lifting pump. Graduated glass jars for cubic inches.

ELECTRICITY.—Electrical machine, 24 inch plate, \$50.00. Leyden jar of four quarts. Do. do. for suspension with movable rings and points. Do. do. with sliding discharger. Electrometer jar, by which the charge may be measured, &c. Electric batteries with six four-quart jars. Sliding, directing rod. Spiral spotted tube. Jointed discharger, glass handle. Universal discharger. Insulating stand. Electric bells. Wax cylinder. Thunder house with fixtures. Gas pistol. Gas generator and platina igniter, four quarts. Long haired man. Electric float wheel and point. Abbe Noloes' globe. Luminous bell glass. Electric S. Aurora flask. Electric seasons' machine. Elastic rubber ball. Ether spoon. Chamberlin's cylindrical gasometers, for oxygen and hydrogen, united, forming a compound blow pipe, \$60.00. Iron retort for oxygen gas. Metallic reflectors with stand, iron ball and stands and a thermometer. Glass spirit lamp. Spirit boiler to use with reflectors. Dropping tube. Glass tunnels. Graduated glass hydrometer. Flask with screw-cap admitting thermometer. Platina and copper pendant spoons. Brass pipe for blowing gas bubbles. Hydrogen gas generator, with platina sponge for lighting a long detonating jet. Lamp stand. Flexible hose for transferring and conducting gases. Scales and weights for chemical purposes. Pyrometer with two lamps and rods. Section model of the high pressure engine.

GALVANIC MAGNETIC AND ELECTRO MAGNETIC.—Davis's cylindric battery. Steel U magnet and armature. Magnetic needles and stands. Electro magnet. Electro coil and hemispheric magnets. Terrestrial helix. Primary coil and handles for shocks. Separable helices for analysis of shocks.

OPTICS.—Models of the human eye in three parts. *Fig. 1st.* A dissectible eye four inches in diameter, showing the cornea, iris, ciliary process, choroid tunic, crystalline lens, vitreous humor, retina, black pigment, optic nerve, &c. *Fig. 2d.* Showing the eye in its socket, with the muscles. *Fig. 3d.* The eye with rays of light passing from an object and forming the image on the retina. The object and the image movable, showing the cause of lens light, short sight, and perfect sight.

An oxy-hydrogen microscope will soon be added in this department.

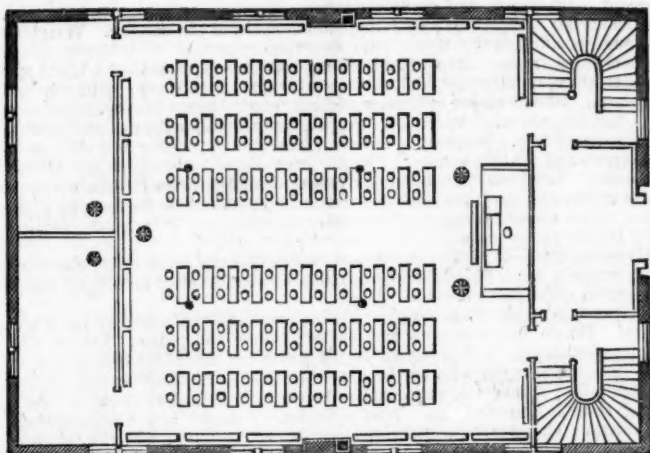
With the above apparatus more than eight hundred experiments can be performed.

For the purpose of teaching practical surveying, and the elements of engineering, a Theodolite, of approved English manufacture, is provided. Cost \$200.

Other apparatus will from time to time be added, as the wants of the School may require.

Building Committee.—A. M. COLLINS, D. F. ROBINSON, T. BELENAP, J. M. BUNCE, W. PEASE, Jr., EDWARD BUTTON, E. D. TIFFANY.

Fig. 3—PLAN OF FIRST FLOOR.



- A—Front entrance.
 B—Girls' entrance.
 C—Boys' entrance.
 I—Centre aisle, eight feet.
 L—Aisle between each range of seats and desks, two feet four inches.
 K—Side aisle, four feet four inches.
 M—Space five feet wide.
 T—Teachers' platform and desk.
 R—Recitation rooms, each twenty-three feet by twelve, furnished with twenty chairs, seven inches from the wall and thirteen inches apart.
 S—Library and apparatus, from eleven feet by fourteen feet.
 N—Kimball's desk and two chairs.
 O—Piano.
 r—Hot air registers.
 c—Ventilating flue or foul air duct.

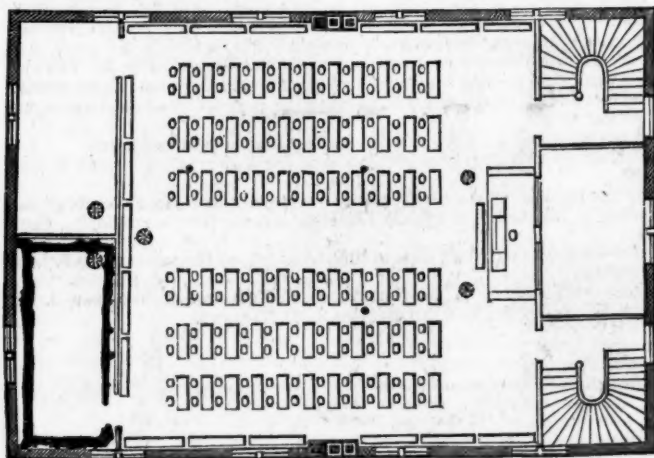


Fig. 4—PLAN OF SECOND FLOOR.

FIG. 5 AND 6. PLANS EXHIBITING MODE OF VENTILATION.

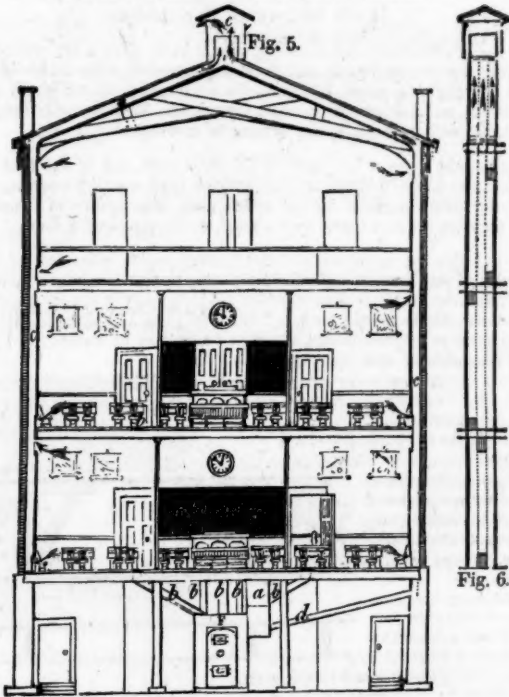


FIG. 8. KIMBALL'S IMPROVED CHAIRS AND DESK.



HINTS RESPECTING BLACKBOARDS.

The upper portion of the standing blackboard should be inclined back a little from the perpendicular, and along the lower edge there should be a projection or trough to catch the particles detached from the chalk or crayon when in use, and a drawer to receive the sponge, cloth, lamb's-skin, or other soft article used in cleaning the surface of the board.

Blackboards, even when made with great care, and of the best seasoned materials, are liable to injury and defacement from warping, opening of seams, or splitting when exposed to the overheated atmosphere of school-rooms, unless they are set in a frame like a slate, or the panel of a door.

By the following ingenious, and cheap contrivance, a few feet of board can be converted into a table, a sloping desk, one or two blackboards, and a form or seat, and the whole folded up so as not to occupy a space more than five inches wide, and be easily moved from one room to another. It is equally well adapted to a school-room, class-room, library or nursery.

ff Under side of the swinging board, suspended by rule-joint hinges, when turned up, painted black or dark chocolate.

a d Folding brackets, inclined at an angle of 75 degrees, and swung out to support the board when a sloping desk is required.

b c Folding brackets to support the swinging board when a bench or flat table is required.

eee Uprights attached to the wall.

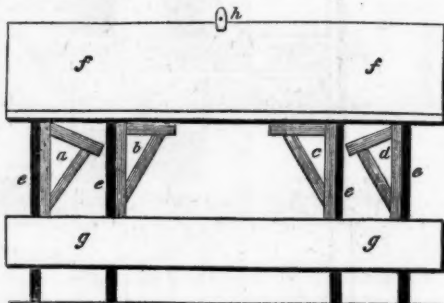
gg Form to be used when the swinging board is let down, and to be supported by folding legs. The under side can be used as a blackboard for small children.

h A wooden button to retain the swinging board when turned up for use as a blackboard.

n Opening to receive inkstands, and deposit for slate, pencil, chalk, &c.

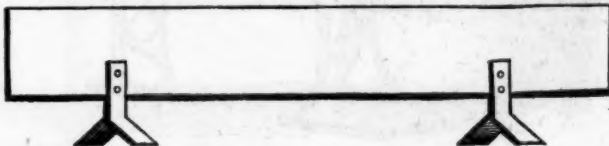
m Surface of swinging board when let down.

l Surface of form or bench.



When not in use, or let down, the desk and form should hang flush with each other.

A cheap movable blackboard can be made after the following cut (Fig. 3).

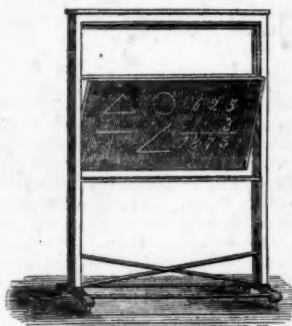




A movable stand to support a blackboard may be made like a painter's easel, as represented in the accompanying cut.

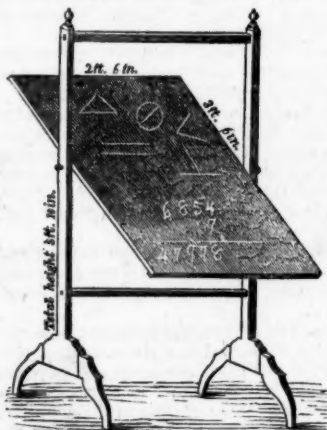
a, Pins for board to rest on. *c*, Hinge or joint to the supporting legs, which are braced by hook *b*, and may be folded up, and the stand put away in a closet. A stand of this kind is convenient to display outline and other maps, reading lessons and other diagrams.

A large movable blackboard



may be made as represented in the accompanying cut. An upright frame, strongly braced by cross-pieces (*a*) is inserted into the feet (*b*), or horizontal supports having castors, on which the whole may be rolled on the floor. Within grooves on the inside of this upright frame is a smaller frame (*c*) hung by a cord which passes over a pulley (*d*), and is so balanced by weights, concealed in the upright parts, as to admit of being raised or lowered conveniently. Within this inner frame is hung the blackboard on pivots, by which the surface of the board can be inclined from a perpendicular.

A cheaper movable frame, with a blackboard suspended on a pivot, can be made as represented in the lower diagram. The feet, if made as represented in this cut, will be liable to get broken.



Composition for Blackboards.

Lampblack and flour of emery mixed with spirit-varnish.

No more lampblack and flour of emery should be used than are sufficient to give the required black and abrading surface; and the varnish should contain only sufficient gum to hold the ingredients together, and confine the composition to the board. The thinner the mixture, the better.

The lampblack should first be ground with a small quantity of alcohol, or spirit-varnish, to free it from lumps.

The composition should be applied to the smoothly-planed surface of the board, with a common painter's brush. Let it become *thoroughly dry and hard before it is used*. Rub it down with pumice-stone, or a piece of smooth wood covered with the composition.

This composition may also be used on the walls.

Slate Blackboard.

In the class-rooms of the American Asylum for the Deaf and Dumb, and all similar institutions, where most of the instruction is given by writing, and drawings on the blackboard, large slates from three feet wide, to four feet long are substituted for the blackboard. These slates cost from \$2 to \$3, and are superior to any other form of blackboard, and in a series of years prove more economical.

Plaster Blackboard.

As a substitute for the painted board, it is common to paint black a portion of the plastered wall when covered with hard finish, (i. e. plaster of Paris and sand;) or to color it by mixing with the hard finish a sufficient quantity of lamp-black, wet with alcohol, at the time of putting it on. The hard finish, colored in this way, can be put on to an old, as well as to a new surface. Unless the lamp-black is wet with alcohol, or sour beer, it will not mix uniformly with the hard finish, and when dry, the surface, instead of being a uniform black, will present a spotted appearance.

Canvas Blackboard.

Every teacher can provide himself with a portable blackboard made of canvas cloth, 3 feet wide and 6 feet long, covered with three or four coats of black paint, like Winchester's Writing Charts. One side might, like this chart, present the elements of the written characters classified in the order of their simplicity, and guide-marks to enable a child to determine with ease the height, width, and inclination of every letter. Below, on the same side, might be ruled the musical scale, leaving sufficient space to receive such characters as may be required to illustrate lessons in music. The opposite side can be used for the ordinary purposes of a blackboard. When rolled up, the canvas would occupy a space three feet long, and not more than three inches in diameter.

Directions for making Crayons.

A school, or the schools of a town, may be supplied with crayons very cheaply, made after the following directions given by Professor Turner of the American Asylum for the Deaf and Dumb.

Take 5 pounds of Paris White, 1 pound of Wheat Flour, wet with water, and knead it well, make it so stiff that it will not stick to the table, but not so stiff as to crumble and fall to pieces when it is rolled under the hand.

To roll out the crayons to the proper size, two boards are needed, *one*, to roll them *on*; the *other* to roll them *with*. The first should be a smooth pine board, three feet long, and nine inches wide. The other should also be pine, a foot long, and nine inches wide, having nailed on the under side, near each edge, a slip of wood one third of an inch thick, in order to raise it so much above the under board, as, that the crayon, when brought to its proper size, may lie between them without being flattened.

The mass is rolled into a ball, and slices are cut from one side of it about one third of an inch thick; these slices are again cut into strips about four inches long and one third of an inch wide, and rolled separately between these boards until smooth and round.

Near at hand, should be another board 3 feet long and 4 inches wide, across which each crayon, as it is made, should be laid so that the ends may project on each side—the crayons should be laid in close contact and straight. When the board is filled, the ends should be trimmed off so as to make the crayons as long as the width of the board. It is then laid in the sun, if in hot weather, or if in winter, near a stove or fire-place, where the crayons may dry gradually, which will require twelve hours. When thoroughly dry, they are fit for use.

An experienced hand will make 150 in an hour.

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